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ABSTRACT

Based on the Survey of Scholars conducted by the American Council of Learned Societies' Office of Scholarly Communication and Technology, this report examines the need for better two-way communication between libraries and scholars as a means of easing the transition to the use of today's new and diverse information resources. A concise summary considers the survey background, online catalogs and databases, scholarly materials and future needs; "Librarians and Scholars--The Need for Channels of Communication" by Anne J. Price discusses library-related survey results; and eight tables present selected survey statistics. Also included are five examples of library-wide faculty communication programs, descriptions of five individual roles and responsibilities related to library-scholar communication (three for teaching faculty and two for librarians), and ten examples of printed communications, including fact sheets and newsletters. A brief bibliography of Office of Scholarly Communication and Technology publications is provided as well as ARL (Association of Research Libraries) SPEC (Systems and Procedures Exchange Center) kit order and evaluation forms. (KM)

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LIBRARY-SCHOLAR COMMUNICATION

[Editor's Note: It seems appropriate that this flyer on Library-Scholar Communication be from the scholar's perspective. We are indebted to the Office of Scholarly Communication and Technology, American Council of Learned Societies, for preparing a special report on its recent Survey of Scholars that focuses on library issues. Highlights appear in this Flyer, while the complete special report is in the Kit.]

Scholars traditionally have exchanged information formally through books, journals, and manuscripts. Until recently, while the number of published books and journals had increased, the methods of communicating information had remained basically the same. Today, however, scholarly information comes through online databases, electronic networks, and laser discs -- all formats that are outside of the traditional peer review and scholarly publishing system.

This onslaught of new formats brings a need for better two-way communication between libraries and scholars. Libraries must find ways to make these new information resources available, let scholars know that they are accessible through the library's services, and train scholars in their use. In turn, scholars must make sure the library is aware of new research resources that are being used in their disciplines and encourage libraries to make these resources available to all scholars who might find them relevant.

SURVEY BACKGROUND. Not all scholars are equally ready to jump into the electronic age. Depending on the present information needs of their disciplines, scholars are at different points in their eagerness to embrace these new resources. Some of these differences were seen in the recent Survey of Scholars by the American Council of Learned Societies' Office of Scholarly Communication and Technology. The Survey of Scholars is useful as one measure of how prepared scholars and libraries are to tackle the challenges brought about by this new and more diverse information system and as an indication of how well the transition to the new system is going at this early stage.

For this report respondents are classified according to 3 groups: all academic scholars, research university scholars and college scholars. Scholars answered 86 questions on library resources, professional reading, research and publication, computer resources and use, and personal and institutional characteristics. About 17 percent of the questions were directly related to libraries and 30 percent to use of computers. (See the report in the Kit for tables and more complete analysis.)

ONLINE CATALOGS AND DATABASES. Academic scholars are beginning to see their own computers as valuable tools to gain access to their libraries' online catalogs and to do research using online databases. Seventeen percent rated access to their library's online catalog as an important use of computers, while 18% rated access to online databases as important. More scholars at research universities (21%) listed this as an important use than at colleges (13%). Access to online databases was rated more important by scholars at colleges (28%) than by scholars at research universities (14%).

Scholars in research universities were much more apt to have access to computerized catalogs than those in colleges and, if computerized catalogs were available, much more likely to have used them. Forty-one percent of research university scholars said they had significantly or moderately reduced their use of traditional card catalogs. Thirty-two percent said that their access to scholarly materials had markedly increased through using computerized catalogs and that computerized catalogs had made using the library more enjoyable.

Scholars at all types of institutions were about equally familiar with online database searches (over 40 percent had used them at least once). However, those at research universities were much more likely than those at colleges to have such searches available to them through their libraries.

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Very few academic scholars did their own searching: about 75 percent said their searches were performed by a librarian and another 14 percent said they sometimes asked a librarian to search for them. In most cases (59%), searches were paid for through a scholar's institution; a little over 20 percent of respondents paid for their searches out of their pockets. Satisfaction with the results of database searches varied. Only one-fifth reported that they were very satisfied with their most recent searches, about half were mildly satisfied, and a quarter were neutral or mildly unsatisfied.

At research universities, 50 percent of the scholars rated database access through their libraries as very good or excellent, with 14 percent rating access as fair or poor. At colleges, 24 percent of the scholars found database access fair or poor.

While most scholars know about the new technological services available in the library, fewer have had the opportunity to learn how to use them. Slightly over half of all respondents reported that their institutions provided an opportunity for them to learn about the new technical services available through the library. This varied by the type of institution (67% in research universities, 43% in colleges) paralleling the availability of these technical services. About 4 out of 5 institutions provided library orientation or instruction for freshmen and 2 out of 5 provided such services for juniors or seniors and graduate students.

SCHOLARLY MATERIALS. Interlibrary loan services received high ratings from most respondents; 84 percent said their libraries were good, very good or excellent at meeting their loan needs. Scholars at research libraries were much more likely to find that the library's book holdings met their research needs than scholars at colleges. Fifty-seven percent of respondents at colleges felt that the library's book holdings were only fair or poor at meeting their research needs, while only 26 percent of the respondents from research universities responded as such. Fifty-one percent of respondents at research universities said that the ability of the library to meet their research needs through the library's book holdings was good or excellent. Fifty-one percent in colleges rated journal holdings as fair or poor in meeting their research needs; only 17 percent gave this rating in research universities.

Respondents also were asked about the importance of various sources of scholarly materials. As expected, scholars rely heavily on their personal libraries. At least three-fourths of survey respondents, regardless of type of institution, listed books in their own personal libraries as of great importance to their work. Similarly, almost two-thirds considered books they purchased in the last year to be of great importance. About half of the respondents listed materials in their institution's libraries as greatly important and a third rated them as moderately important. More scholars at research universities rated library materials as greatly important (59%) than scholars at colleges (39%). More scholars at colleges than at research universities, however, listed materials obtained through interlibrary loan as of great importance (32% versus 23%).

Materials identified through the use of a computerized literature search were least important: these were not used by over half of the respondents and rated of slight importance by another 20 percent. The figures did not vary by type of institution. However, there were differences by discipline: 30 percent of sociologists found such materials of moderate or great importance, compared to less than 20 percent of scholars in most other disciplines. This finding is not unexpected since fewer than half of survey respondents have used online resources to obtain a customized list of references.

FUTURE NEEDS. The survey captures the views of a specific group of scholars at an early point in the technologically-driven information revolution. There are areas where libraries and scholars need to work together to ease the transition: orientation and instruction in using the new technical services most effectively, improving the effectiveness of online database searching, and establishing interlibrary loan as an accepted and efficient way of accessing scholarly materials. The results also indicate the importance of maintaining continuous channels of communication between scholars and libraries, especially during this period of enormous and rapid change.

The *SPEC Kit on Library-Scholar Communication (#132,* March 1987, 114 pages) contains library-related results from the Office of Scholarly Communication Survey, five examples of library-wide faculty communication programs, five descriptions of individual roles and responsibilities related to library-scholar communication (two librarian, three teaching faculty), ten examples of printed communication including fact sheets and newsletters, and a one-page list of selected readings.

* * *

This Kit was prepared by Anne J. Price, Staff Associate, Office of Scholarly Communication, American Council of Learned Societies, as part of the OMS Collaborative Research-Writing Program.

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LIBRARY-SCHOLAR COMMUNICATION
in ARL Libraries
#132, March 1987

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PRINTED COMMUNICATION, FACT SHEETS, & NEWSLETTERS [SELECTED SECTIONS]

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Selected Office of Scholarly Communication Survey Results

OFFICE OF SCHOLARLY COMMUNICATION AND TECHNOLOGY
AMERICAN COUNCIL OF LEARNED SOCIETIES

Librarians and Scholars: the Need for Channels of Communication

By Anne J. Price, Staff Associate

Traditionally, books, journals, and manuscripts have been the formats through which information is exchanged among scholars. While the number of books and journals published has increased over the years, the basic methods of communication remained the same. Today, however, communication methods are changing rapidly: scholarly information now comes also through online databases, electronic networks, and from laser disks--all formats that are outside of the traditional peer review and scholarly publishing system.

This onslaught of new information formats brings a need for better two-way communication between libraries and scholars. Libraries must find ways to make these new types of information resources available, let scholars know that these resources are available and accessible through the library's services, and train scholars in their use. In turn, scholars must make sure the library is aware of new research resources that are being used in their disciplines and encourage libraries to make these resources available to all scholars who might find them relevant.

Remote sensing data from satellites and research tools contained on optical (or laser) disks are two examples of the new types of research resources scholars are using. Satellite information is useful to scholars in many fields; for example, in anthropology and archaeology satellite data can reveal ancient footpaths, travel routes, river beds, and sites of ancient towns. Laser disks are used in some disciplines to bring together in one place the diverse tools used in analyzing texts from particular historical periods or cultures. The Center for Computer Analysis of Texts

at the University of Pennsylvania recently developed a CD-ROM that contains biblical and related materials coded in various languages with English translations, morphological analyses, and dictionaries. The disk includes Latin classical and religious texts; non-literary Greek papyri and inscriptions; Coptic, Armenian, and Sanskrit materials; as well as some texts in medieval and modern languages. Similarly, the Thesaurus Linguae Graecae containing a complete collection of Greek texts will soon be available in the same format. These materials were developed by scholars from one discipline but would be a valuable resource for scholars in other disciplines who are doing research on the periods or countries covered in the data. Providing broad access to these tools will be the responsibility of the institution's library, or perhaps, in one vision of the future, the institution's information center.

Not all scholars are equally ready to jump into the electronic age. Depending on the present information needs of their disciplines, scholars are at different points in their eagerness to embrace these new types of information resources. Some of these differences were seen in the recent Survey of Scholars by the American Council of Learned Societies' Office of Scholarly Communication and Technology. The study, which included scholars in literature, linguistics, classics, history, philosophy, political science, and sociology, indicated that a smaller percentage of historians used computers than scholars in other disciplines. This finding is understandable as many scholars in linguistics, sociology, and political science use computers for statistical analysis and those in literature and classics have relevant materials in online databases designed for their use. Historians use computers less frequently because fewer of their research resources are computerized.

Too, scholars have been happy with the traditional academic information system; over the years it has met their needs quite well. Many of them are reluctant to give up a known dependable system for one that is based on a new and somewhat unpredictable technology. The computer system can go down unexpectedly, frustrating the search for bibliographical material at a crucial time in a scholar's research or writing. This disruption does not occur when the card catalogue is the scholar's basic research tool.

The Survey of Scholars is useful as one measure of how prepared scholars and libraries are to tackle the challenges brought about by this new and more diverse information system and as an indication of how well the transition to the new system is going at this early stage.

The survey explored the general state of scholarly communication among 3,835 members from the American Historical Association, American Philological Association, American Philosophical Association, American Political Science Association, American Sociological Association, Linguistic Society of America, Modern Language Association, and Organization of American Historians. Although membership in these societies is open to all scholars, those who belong are likely to be self-selected from the most trained and active in the field. For instance, 92 percent of the academic respondents have a Ph.D., 79 percent have published an article in a scholarly journal, and 47 percent have written a scholarly book. This bias towards more active scholars should be kept in mind in reading the survey results.

Respondents answered 86 questions on library resources, professional reading, research and publication, computer resources and use, and personal and institutional characteristics. About 17 percent of the questions were directly related to libraries and 30 percent to use of computers.

Computers, especially personal computers, are familiar and valued tools for most survey respondents (see table A). Ninety-six percent had access to some type of computer, 72 percent had used computers, and 49 percent were personally using computers in their research or teaching. Computer access was more convenient for scholars at research universities than those at Ph.D. granting or comprehensive institutions and colleges. At research universities, 38 percent had computers in their office and another 39 percent had access to a computer in a nearby office while the figures were 25 percent and 45 percent for Ph.D. granting and comprehensive institutions and 25 and 35 percent for scholars at colleges. Fifty percent of academic respondents had a computer for their own exclusive use, 56 percent of respondents at research universities had their own computers and about 45 percent at other institutions.

Most scholars have the skills necessary to use a computer: 86 percent of respondents reported their touch typing skills were from fair to excellent and 62 percent reported their word processing skills were in the same range.

Respondents are using computers as more than just enhanced typewriters for simple wordprocessing; they also are taking advantage of the computer's ability to search and sort large amounts of text as well as numerical data. Maintaining and searching note files and compiling bibliographies and indexes were listed as important uses for the computer by about half of the survey respondents.

Academic scholars are beginning to see their computers as valuable tools for gaining access to their libraries' online catalogues and to do research using online databases. Seventeen percent rated access to their library's online catalogue as a "very" or "somewhat" important use of

computers (table A). More scholars at research universities listed this as an important use (21%) than at colleges (13%). About the same percent of respondents (18%) rated gaining access to online databases as an important computer use. In this case more scholars at colleges rated this as important (28%) than at research universities (14%).

The survey asked scholars about their use and assessment of the new technologies available in their libraries, particularly computerized catalogues and online database searches.

Scholars in research universities were much more apt to have access to computerized catalogues than those in colleges (see table B) and, if computerized catalogues were available, much more likely to have used them. Forty-one percent of users said their use of traditional card catalogues had been significantly or moderately reduced; 32 percent said their access to scholarly materials had markedly increased through using computerized catalogues and that computerized catalogues had made using the library more enjoyable.

Scholars at all types of institutions were about equally familiar with online database searches (over 40 percent had used them at least once), however, those at research universities were much more likely than those at colleges to have such searches available to them through their libraries (table C). Very few scholars did their own searching: about 75 percent said their searches were performed by a librarian and another 14 percent said they sometimes asked a librarian to search for them. In most cases (59%), searches were paid for through a scholar's institution; a little over 20 percent of respondents paid for their searches out of their pockets. Satisfaction with the results of database searches varied. Only one-fifth reported that they were very satisfied with their most recent

searches, about half were mildly satisfied, and a quarter were neutral or mildly unsatisfied.

While most scholars know about the new technological services available in the library, fewer have had the opportunity to learn how to use them. Slightly over half of respondents reported that their institutions provided an opportunity for them to learn about the new technical services available through the library (table D). This varied by type of institution (67% in research universities, 43% in colleges) paralleling the availability of these technical services. About 4 out of 5 institutions provided library orientation or instruction for freshmen and 2 out 5 provided such services for juniors or seniors and graduate students.

Interlibrary loan services received high ratings from most respondents; 84 percent said their libraries were good, very good or excellent at meeting their loan needs (see table E). The availability of materials through interlibrary loan helps mitigate the finding that 57 percent of the scholars at colleges and 26 percent of those at research universities felt that their libraries' book holdings were only fair or poor in meeting their research needs. However, 51 percent of respondents at research universities and 19 percent at colleges rated their libraries' ability to meet their research needs through book holdings as very good or excellent. Fifty-one percent in colleges rated journal holdings as fair or poor in meeting their research needs; only 17 percent gave this rating in research universities.

A number of scholars were dissatisfied with their access to computerized bibliographic databases, particularly at colleges where 24 percent rated access through their libraries to such databases as fair or poor. At research universities, 14 percent rated database access through

their libraries as fair or poor while 50 percent rated it very good or excellent.

Scholars were very satisfied with many library services (see table F) including their ability to check out books or use library equipment without waiting in long lines and to obtain help from librarians.

Respondents were asked about the importance of various sources of scholarly materials (table G). As expected, scholars rely heavily on their personal libraries. At least three-fourths of survey respondents, regardless of type of institution, listed books in their own personal libraries as of great importance to their work. Similarly, almost two-thirds considered books they purchased in the last year to be of great importance. About half of the respondents listed materials in their institution's libraries as greatly important and a third rated them as moderately important. More scholars at research universities rated library materials as greatly important (59%) than scholars at colleges (39%). More scholars at colleges than at research universities, however, listed materials obtained through interlibrary loan as of great importance (32% versus 23%).

Materials identified through the use of a computerized literature search were least important: these were not used by over half of the respondents and rated of slight importance by another 20 percent. The figures did not vary by type of institution; however, there were differences by discipline: 30 percent of sociologists found such materials of moderate or great importance compared to less than 20 percent of scholars in most other disciplines. This finding is not unexpected since fewer than half of survey respondents have used online resources to obtain a customized list of references.

The survey captures the views of a specific group of scholars at an early point in the technologically-driven information revolution. There are areas where libraries and scholars need to work together to ease the transition: orientation and instruction in using the new technical services most effectively, improving the effectiveness of online database searching, and establishing the interlibrary loan as an accepted and routine way of accessing scholarly materials. The results also indicate the importance of maintaining continuous channels of communication between scholars and libraries, especially during this period of enormous and rapid change.

Table A. Computer Use and Experience

	All academics	Research universities	Ph.D. granting/ comprehensive	Colleges
Access to a computer				
Yes	96 %	98 %	96 %	96 %
No	4	2	4	4
Routinely use a computer	49	53	46	49
Ocasionally use a computer	23	27	23	17
Do not use a computer	28	20	31	34
Location of nearest computer				
In own office	30	38	25	25
In nearby office	40	39	45	35
Same building	18	16	18	19
Elsewhere	13	8	12	21
Have computer for own use	50	56	44	45
Touch typing skill fair to excellent	86	86	85	87
Word processing skill fair to excellent	62	69	58	58
Computer programming skill fair to excellent	20	24	17	17
Use of statistical packages skill fair to excellent	24	30	23	19
Had experience with computers in graduate school	24	30	23	17
Have written a computer program				
for research	12	16	11	7
for teaching	9	9	10	9
Importance to scholar of using computer to access institution's online catalog				
Very important	5	7	4	5
Somewhat important	12	14	12	8
Neutral	15	13	17	16
Unimportant	67	66	67	72
Importance to scholar of using computer to access institution's online data bases				
Very important	5	4	4	7
Somewhat important	13	10	13	21
Neutral	15	14	17	11
Unimportant	67	72	66	62

Source: ACLS Survey of Scholars, 1985

Table B. Computerized Catalogues

	All academics	Research universities	Ph.D. granting/ comprehensive	Colleges
Has all or part of your library's card catalogue been computerized?				
Yes	40 %	59 %	33 %	17 %
Probably yes	6	6	5	4
Probably not	5	4	6	6
No	41	23	47	67
Do not know	8	8	9	6
(About one-half (1430) of the academic respondents answered the following question)				
If yes, have you used the computerized catalogue?				
Yes	60	62	60	43
No	40	38	40	57

(Since only one-third of the academic respondents answered the following five questions, only the results for all academics are reported)

	Significantly	Moderately	A little	Not at all	Do not know
If yes, has this:					
Decreased your use of the card catalogue?	24 %	17 %	19 %	37 %	3 %
Increased your access to scholarly materials?	12	20	20	41	6
Increased your productivity as a teacher?	4	11	15	63	7
Increased your research productivity?	6	14	19	54	6
Made the use of the library more enjoyable?	13	19	21	43	4

Source: ACLS Survey of Scholars, 1985

Table C. Computerized Database Searches

	All academics	Research universities	Ph.D. granting/ comprehensive	Colleges
How familiar are you with computerized database searches?				
Know little about them	34 %	35 %	31 %	36 %
Familiar with them but have not used	25	26	26	23
Have used once or twice	24	22	26	22
Have used them several times	13	13	12	14
Have used them frequently	5	5	4	4
Are searches available to you at your institution?				
Yes	62	67	64	55
Probably yes	18	19	17	15
Probably not	3	2	3	4
No	4	1	3	11
Have no idea	13	12	14	14
(One third [1055] of the academic respondents answered the following three questions)				
Who does your searching?				
Librarian but I am present	42	38	44	46
Librarian without my being present	36	32	39	39
Sometimes I do, sometimes a librarian	14	21	11	9
I always do it	6	7	4	5
Other	2	2	2	1
Who pays for your searches? (Respondents were asked for the answer that best represented their experience)				
I paid out of my pocket	21	22	23	11
They were charged to my grant	9	17	5	5
My department paid for them	20	22	20	19
Library or institution paid	39	28	41	56
Part out of pocket; part other	9	9	9	8
Other	2	2	2	2
How satisfied were you with the results of your most recent searches?				
Very satisfied	22	19	21	29
Mildly satisfied	49	49	49	48
Neutral	11	12	9	11
Mildly unsatisfied	13	15	15	7
Very unsatisfied	5	4	6	6
Not sure	0	0	1	0

Source: ACLS Survey of Scholars, 1985

Table D. Training in Using Library Services

	All academics	Research universities	Ph.D. granting/ comprehensive	Colleges
Does your college or university provide an opportunity for you to learn about the new technical services available in the library?				
Yes	54 %	67 %	49 %	43 %
No	46	33	51	57
Is there a library orientation or instruction program for:				
Freshmen				
Yes	78	74	80	87
No	3	2	3	4
Not sure	18	24	17	9
Junior-senior students				
Yes	37	42	33	36
No	19	9	23	36
Not sure	44	49	44	28
Graduate students				
Yes	40	51	31	23
No	17	8	21	44
Not sure	43	41	48	33

Source: ACLS Survey of Scholars, 1985

Table E. Ratings of Library Services

	All academics	Research universities	Ph.D. granting/ comprehensive	Colleges
Ability to meet my needs through interlibrary loans				
Very good or excellent	66 %	68 %	65 %	67 %
Good	18	15	19	21
Fair or poor	10	9	12	9
Not sure	5	7	4	3
Quality and availability of microform reading machines				
Very good or excellent	47	54	43	45
Good	23	18	26	26
Fair or poor	19	14	22	21
Not sure	11	15	9	8
Access to computerized bibliographic databases				
Very good or excellent	43	50	38	42
Good	20	18	23	18
Fair or poor	20	14	22	24
Not sure	17	17	17	15
Ability to meet my research needs through book holdings				
Very good or excellent	32	51	20	19
Good	22	22	24	24
Fair or poor	45	26	55	57
Not sure	1	1	--	--
Ability to meet my research needs through journal holdings				
Very good or excellent	41	62	28	25
Good	23	19	28	24
Fair or poor	35	17	44	51
Not sure	1	1	--	--

Source: ACLS Survey of Scholars, 1985

Table F. Convenience of Library Services

	All academics	Research universities	Ph.D. granting/ comprehensive	Colleges
Respondents were asked how often they were inconvenienced by:				
Waiting in long lines for books or equipment				
Very often	1 %	2 %	1 %	0 %
Often	3	4	3	1
Moderately often	9	13	7	4
Seldom	30	34	32	17
Very seldom	56	45	56	78
Malfunctioning equipment				
Very often	1	2	1	0
Often	4	5	5	2
Moderately often	14	15	15	11
Seldom	33	33	36	26
Very seldom	40	37	38	55
Inadequate facilities for reading journals				
Very often	3	4	3	2
Often	5	5	6	3
Moderately often	13	13	14	11
Seldom	26	28	29	15
Very seldom	50	47	46	65
Inability to get help from librarians				
Very often	1	1	1	1
Often	3	4	3	3
Moderately often	10	11	10	7
Seldom	28	28	31	21
Very seldom	56	53	53	67

Source: ACLS Survey of Scholars, 1985

Table G. Importance of Sources of Materials

	All academics	Research universities	Ph.D. granting/ comprehensive	Colleges
The importance of the following sources for keeping up in a scholar's field, teaching, or research				
Materials in personal library				
Great importance	76 %	80 %	75 %	72 %
Moderate importance	20	17	21	24
Slight importance	3	2	4	4
Little importance or did not use	--	--	--	--
Materials purchased during the past year				
Great importance	62	65	62	60
Moderate importance	27	26	28	26
Slight importance	9	8	9	11
Little importance or did not use	2	1	2	2
Colleagues' copies				
Great importance	6	8	5	4
Moderate importance	20	24	18	18
Slight importance	41	41	39	41
Little importance or did not use	33	26	39	36
Materials in institution's library				
Great importance	48	59	43	39
Moderate importance	36	31	39	42
Slight importance	13	9	15	16
Little importance or did not use	3	2	3	3
Materials obtained through interlibrary loan				
Great importance	27	23	31	32
Moderate importance	24	24	24	27
Slight importance	22	24	21	19
Little importance or did not use	27	29	24	22
Materials identified through a computerized data base search				
Great importance	7	6	6	9
Moderate importance	12	12	12	15
Slight importance	20	22	18	21
Little importance or did not use	61	60	64	55

Source: ACLS Survey of Scholars, 1985

Microfiche Use

	All academics	Research universities	Ph.D. granting/ comprehensive	Colleges
Know little about them	12%	12%	12%	10%
Familiar with them but have not used microfiche	10	10	10	12
Have used them once or twice	26	25	25	26
Have used them several times	34	31	36	35
Have used them frequently	19	22	17	17

Library-Wide Programs

BERKELEY: THE GENERAL LIBRARY
UNIVERSITY OF CALIFORNIA, BERKELEY

February 19, 1985

Dear Professor

In extension of your recent telephone conversation with Rita Kane, I am writing to confirm the time for a small group of faculty members from the History Department to meet with the Associate and Assistant University Librarians and myself to discuss mutual concerns. I understand that Friday, March 15, from 3:00-5:00 p.m., is convenient for the department and the Library.

We have had similar meetings in the past few years with groups from other schools and departments. Our purpose is to get a better idea of how faculty members use library resources, the impact of our storage programs, and the adequacy of the collections and services of the Main Library. We are also interested in outlining some of the technological developments taking place that have potential for improved access to information and potential for aiding research and instruction.

We do not have a set agenda, and try to keep the meeting as informal as possible. The sessions have generally lasted between one and two hours.

I appreciate your interest, and look forward to meeting on the 15th.

Sincerely,

Joseph A. Rosenthal
University Librarian

cc: Rita Kane, Associate University Librarian for Public Services
Sue Rhee, Associate University Librarian for Technical Services
Sheila Dowd, Assistant University Librarian for Collection Development and Reference Services

JAR:prg

UNIVERSITY OF CALIFORNIA, BERKELEY

MAIN PUBLIC SERVICE NOTES #1, 1 May 1985

Distribution:
Sue Gallup
Liz Kislitzin
Ken Legg
Liz Myers
Jeff Pudewell

cc: Rita Kane
Sheila Dowd
Sue Rhee
Joe Rosenthal
Bernie Hurley
Carl Bengston
Gene Ellis
Troy Wilcox
Al Hawkins
GLORIA
Pat Abalos
Alan Plummer

Dear Main Library Department Heads with Public Service Units:

In my new position as Interim Main Library Public Service Coordinator, I'm finding it difficult to meet with everyone I should be meeting with over the many issues that have arisen in the last 6 weeks. I've managed to speak to most of you and to some of your staff about individual issues here or there and about ideas for the future, and have been responding to problems as they arise, but getting back to all the people who need to know about the progress in the resolution of those problems is not easy. Also, many of the ideas brought to my attention affect and should be aired among several units within the Main Library. Yet I'm reluctant to call more meetings than absolutely necessary, knowing that you, too, are terribly busy. I'm resorting, therefore, to this informal "discussion bulletin."

Let's see how this works for the next month or two. I'll issue a new one as soon as there's a pageful of news. Please note that this isn't meant as a substitute for our getting together, and obviously, when there's information I have that affects you immediately, I'll give you a call. You should do likewise. Please share the information with others as you like--in parts or in whole; use it as a basis for talking to each other; think of writing a note in it to publicize/share/raise discussion about anything you think should be known or might affect staff in the Main Library outside your department.

--Anne Lipow

==========

AULS' CONTACT WITH FACULTY

With Joe Rosenthal's approval, I am appending the memo he recently wrote in response to my request for information about the program, begun in the last few years, of meetings held in his office with the AULS and small groups of faculty. I was interested (as I knew you were) in the following general questions: What occurs at those meetings? What are the faculty's concerns? How do you respond to those concerns? Have you thought about having the selectors associated with the department in attendance? What specifically about the library works well for the faculty? Joe took this opportunity to describe the administration's broad program of faculty and campus administration contact, of which these meetings are a part.

CLOSING THE GAP

Staff who are in touch with the faculty are in an excellent position to close the gap between the reality and the faculty's expectations in using the library --by watching for opportunities to correct the discrepancies, either in person or in writing. Also, as much as possible, we (all of us in our own bailiwicks) improve our way of operating based on users' complaints or ideas for change; but not all the library staff nor the patrons who need to know about the change are necessarily informed. This section is meant as a start in suggesting information that staff could spread to patrons they see regularly. You no doubt have other such information to contribute to this "column."

1. Book receipts.--Recently, in a complaint about his receipt of a bill for a book he had returned on time, a faculty member urged that we initiate a BOOK RECEIPT service, so that the borrower would have proof of return. Hopefully, he was pleasantly surprised at Ken Legg's response that such a service does indeed exist in all public service units of the General Library. (Patron must ask for the receipt at a Circ Desk.) Maybe if more knew about the service, more would avail themselves of it, causing easier relations all around when there was a question about the return of material.

2. Dwinelle Book Drop.--Dealing with the problem of bad feelings and late return of books dropped in the Dwinelle Book Return Box in the basement of Dwinelle Hall, Al Hawkins has begun a rigorous program of picking up material from there 3 times a week: Mondays, Wednesdays, and Fridays. And for the first month he has been keeping records on the number of books picked up each time. Since April 1 the numbers have ranged from 20 to 70, averaging 41 per pickup; oddly enough, the fewest number occurred on the Monday after the 3 day Spring Break weekend. Al says he is confident that he can maintain this schedule, having instituted a new pick-up reporting system. THOSE STAFF WHO ARE REGULARLY IN TOUCH WITH FACULTY SHOULD LET THEM KNOW WE'RE TRYING OUR BEST. Faculty should also be warned that no books that are within a few days of being due should be dropped off there (it takes at least a day before the books are properly discharged, and sometimes longer, depending on whether bar coding is needed to include the book in our new circulation system). I'm arranging for a sign to be made for the drop boxes that says "LIBRARY PICKUP: EVERY MON., WED., FRI. EXCEPT HOLIDAYS; RETURN RECALLED AND MOFFITT BOOKS DIRECTLY TO LIBRARY"--but it will be a while before the sign is made. So spreading the word in other ways will be appreciated. Staff should report to me any new problems faculty experience with the service.

3. New Circ System.--The developing automated circulation system will be a gem when done, but at the moment, checkout is slower because of the need to carefully check the handwritten cards for legibility, and "searches" are slower because of the need to check a possible 8 places. Those patrons who understand what's happening (and learn that we are doing this with no extra funds to implement the system, and that we're under the pressure of completing the first stage of entering into the computer all outstanding loans onto the system because of the unreliability of the old mechanical card-sorting equipment) are more likely to be patient and supportive.

4. Stack Cleanup.--A major source of unhappiness for faculty has been the condition of the stacks. I sometimes hear such complaints now ("Why can't our Stacks look neat, like Stanford's?!")--but I know these complainers haven't seen our stacks lately. I used to say to those who wanted us to look like Stanford that Stanford had so few users compared to us, but now, in fact, we do look like Stanford. We're 3/4 of the way there, says Ken Legg (so far it's taken the removal to storage of over 270,000 books and the purchase of 20,000 bookends); and the remainder, the D's and F's, will be done by December. Old reputations take time to counteract; reinforcing the message by individual staff will help a lot.

FICHE READERS AND MELVYL TERMINALS--KEEPING THEM IN WORKING ORDER

After a meeting with Gene Ellis, Pat Abalos, Alan Plummer, and Carl Bengston to discuss ways of improving maintenance of MELVYL terminals and fiche readers (sometimes they are down for days because responsibility for who is to report what to whom when hasn't been clear), a new program of "preventative maintenance" has been devised, thanks to the ready cooperation of Gene Ellis in SAM and Jeff Katz, Joe Towers, and Carl in the Systems Office: Every weekday morning, Gene--armed with supplies for quick repairs--now makes rounds of the fiche readers in the Loan and Subject Catalog Halls and the Reference Room; and Jeff, Joe, and Carl do similar checks of the terminals in the Loan and Subject Catalog Halls. Under this system, if no one reports a down terminal or reader, the longest it will be down Mon.-Fri. will be one day. Staff should continue to make ad hoc repairs throughout the day (AIDES and CID staff restart TAC terminals; staff who know how change fiche reader bulbs and clean mirrors). Any terminals or readers that go down during the day, evening, or weekend, should be reported to the appropriate office (terminals: 2-6120; readers: 2-3814); and staff should put one of those official "out of order" signs, ADM 200 obtainable from S&M, on the machine. Both offices plan to get a phone message taking tape recorder so that you could call evenings and weekends and leave a message about which terminal or reader is down.

Gene is also be responsible for taking messages about other building maintenance problems (e.g., high-ceiling lightbulbs that are out in the Loan and Subject Catalog Halls).

BERKELEY: THE GENERAL LIBRARY

UNIVERSITY OF CALIFORNIA, BERKELEY 22 April 1985

To: Anne Lipow
From: Joe Rosenthal

Re: Library Administration contact with faculty

As you requested, I am writing to summarize Library Administration's experience in the past several years in an active program of communication with faculty and campus administration. This has taken a variety of forms, including casual and informal contact that occurs spontaneously, erratically, and increasingly frequently. A more structured channel is the appearance of various members of the campus administration at Department Heads meetings, with which you are familiar. These are mostly centered on giving the campus administrator a chance to outline his or her area of responsibility and activity, and to discuss current programs and plans for the future, as well as to depict major issues and problems.

During the past six years, the AULs and I have met with a number of small groups (three to six) of faculty members from particular departments. The departments with which we have met include English (twice), History (twice), Art History, Environmental Design, Political Science, Near East Studies, Economics, Center for East Asian Studies, French, Spanish & Portuguese, Library and Information Studies, Business Administration, South and Southeast Asian Studies, and German.

We generally begin with a phone call or note to the department chair or dean or director of a center to elicit interest in such a meeting, and to present our interest in having such a meeting in general terms. Choice of faculty is left to the unit; we hope that the chair or dean or director will attend but that has not always been the case.

There is no formal agenda. We generally ask the faculty members to raise matters of concern as the opening point for discussion--and these almost always are pragmatic and particular problems or perceived outrages. Unwarranted replacement bills; the condition of the stacks; an unfillled selector position; equipment (fiche readers, copying machines) that doesn't function; etc. On some of these matters we take notes and attempt to follow up in order to resolve the particular problem. Many of these particular points allow us to respond in ways that attempt to present an overall sense of the programs that the Library is attempting to pursue in collection development (including cooperative programs or programs for shared responsibility), physical facilities (including the impact of NRLF and emerging plans for addressing the Main Library facilities), stack maintenance, and applications of automated techniques for library operations and bibliographic and other access.

A number of valuable suggestions have been made by faculty at these meetings (as well as a good deal of venting about problems already familiar to us). Some of these have involved signage, a user-oriented copying facility near the exit from the main stack, identification of bibliographies and other materials that should be considered for 'library use only.'

Our practice has deliberately not included selectors in these meetings, on the ground that we did not wish to concentrate on particular matters with respect to collection development and management, but wanted to convey a more general notion of the Library's programs, plans, and problems. To the extent that selection and collection management activity have been discussed, faculty reactions are for the most part positive about individual selectors--although it is apparent that contact with faculty varies from pervasive and frequent to very selective and passive. I think it would be desirable to encourage selectors to inject into their contact with faculty some expression of overall library programs as well as a sense of what information services may be like in the future. In our discussions we have encouraged faculty to be receptive in arranging opportunities for increased contact and communication between selectors and faculty members.

The Faculty Newsletter is another medium of communication that has been valuable in enhancing awareness by the faculty of library programs and developments. To the extent that our other programs of communication become more effective, I believe the Faculty Newsletter will be increasingly valuable in supplementing and reinforcing person-to-person contact.

In the past year Rita and I have embarked on a series of "Dean's lunches." These have included the Associate Deans of Letters and Science (Physical Sciences, Biological Sciences, Humanities, Social Sciences), Chemistry, Business Administration, and Natural Resources. These lunches have usually had particular foci (plans for the Life Sciences Library, for a business administration library, etc.), but there is usually opportunity to talk about library service objectives and problems as well.

I hope this summary is helpful. I am not certain that the AULs and I should attempt to given a written summary of each contact we have, since the departmental discussions often consist largely in giving and receiving information that is either addressing a very specific matter (an overdue notice) or that requires no immediate action or attention (informing faculty members that any request to remove an item permanently from NRLF will be honored). On matters that should receive further attention on the part of selectors or other staff members, we will attempt to be more assiduous in conveying the results of our discussions.

xc: AULs

UNIVERSITY OF CALIFORNIA, BERKELEY

ENROLL IN THE LIBRARY'S 13th ANNUAL FACULTY SEMINARS PROGRAM:

LIBRARY UPDATE/1986

Seminars in Research Resources in the UCB Libraries

Return this form by October 3. UCB faculty, research staff, and graduate students whose enrollment form is received in the Library by September 19 have priority; after September 19, enrollment is open to non-UCB researchers. This program is free of charge to UCB-affiliated faculty, graduate students and staff; others, $25 per session. Make checks payable to: UC Regents.

Make a copy for your records and MAIL THIS ENTIRE PAGE to:
Anne Lipow, Library Education Officer, 245 Main Library. Questions? Phone 642-3773.
You will be notified of your enrollment status.

Please reserve a place for me in the session(s) checked below.

Please do not write in this space.				
____	☐	**Catalogs and Special Services** *(Section A)*	Wednesday, October 8	8:30 -11:30 am or
____	☐	**Catalogs and Special Services** *(Section B)*	Thursday, October 9	8:30 -11:30 am
		If you chose either of the above, indicate to which subgroup for online catalog instruction you wish to be assigned (check one):	*Online catalog searching in the:* ____ *social sciences* ____ *humanities*	____ *physical sciences* ____ *life sciences*
____	☐	**ARTFL:A New Database for French Studies**	Tuesday, October 14	8:30 - 10:30 am
____	☐	**Where Did I Put That Paper?** *(Section A)*	Wednesday, October 15	8:30 - 10:30 am or
____	☐	**Where Did I Put That Paper?** *(Section B)*	Thursday, October 16	8:30 - 10:30 am
____	☐	**Databases in The Sciences and Engineering**	Friday, October 17	2:00 - 4:00 pm
____	☐	**Microcomputers and Your Research** *(SectionA)*	Monday, October 20	1:30 - 3:00 pm or
____	☐	**Microcomputers and Your Research** *(Section B)*	Wednesday, October 22	3:00- 4:30 pm
____	☐	**Computerized Data For the Social Scientist**	Thursday, October 23	8:30 - 10:30 am

Please print clearly. Fill out 1 - 3 below. Mail Entire sheet; it will be returned to you confirming your enrollment status and notifying you of location of seminars.

1. Address reply to:
(if off-campus, include self-addressed stamped envelope)

2. Phone _____

Name: _____

Address: _____

_____

3. ☐ Faculty: rank/dept. _____
☐ Researcher: rank/dept. _____
☐ Graduate student: dept. _____

☐ Other:
Non-affiliated persons should enclose $25, payable to UC Regents, for each session checked above (includes handouts).

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THE CATALOGS AND SPECIAL SERVICES OF THE UCB LIBRARY SYSTEM

Session A: Wednesday, October 8, 8:30 - 11:30 am *Juta Savage*
Session B: Thursday, October 9, 8:30 - 11:30 am *Barbara Glendenning*

Room 308 J, Main Library

Excellent introduction to the UCB libraries, designed to minimize the time you spend looking for the materials and information you need so that you can spend more of it with them. The session will survey the Library's changing catalog system, emphasizing the contents, organization, and strategies for use of its four interdependent catalogs: cards, microfiche, MELVYL (the 9-campus online catalog)--and introducing GLADIS, the new online UCB catalog.

To learn GLADIS and MELVYL, participants will receive hands-on instruction in small groups divided by broad discipline (humanities, social sciences, physical sciences, life sciences).

Special Library services important to researchers will also be reviewed, including the BAKER Delivery Service, Computer Reference Service, Graduate Bibliographic Service, the Stanford/Berkeley Cooperative Program, and benefits of RLG membership--to mention a few. A MUST FOR PEOPLE NEW TO THE CAMPUS OR WHO HAVE NOT KEPT UP WITH RECENT MAJOR CHANGES IN THE LIBRARY.

ARTFL: A New Database for French Studies

Tuesday, October 14, 8:30 - 11:30 am *James Spohrer*

Room 308 J, Main Library

The seminar will present and discuss a new online database, AMERICAN AND FRENCH RESEARCH ON THE TREASURY OF THE FRENCH LANGUAGE (ARTFL), to which the University of California currently subscribes. The database contains over 1700 full texts of French literary and philosophical works from the 17th century to the present, and it is equipped with a powerful and ingenious program for performing complex linguistic analysis of texts. The seminar will be of particular interest to UC faculty and graduate students with access to a personal computer with modem; details on equipment, software, logon procedures and costs will be provided. The online system will be demonstrated and its analytic properties explained in detail in the course of the seminar.

"WHERE DID I PUT THAT PAPER": Managing Your Reprint Files

Session A: Wednesday, October 15, 8:30 - 10:30 am *Camille Wanat*
Session B: Thursday, October 16, 8:30 - 10:30 am

Room 308 J, Main Library

Personal information files are intended to be an efficient and economical means of saving and retrieving information. Commonly called reprint files, they generally contain much more--photocopies of journal articles, lecture notes, papers given at conferences, technical reports, notes of conversations of professional matters and any other document of research interest likely to be consulted again. These files are of primary importance to most researchers, yet without organization they can quickly degenerate into unruly and unusable collections of paper.

This seminar will focus on the organization of reprint files before they get out of hand. Topics to be considered include author and subject access, sources of subject headings, physical arrangement of the material, single and multiple access systems (including computer-assisted systems), and maintenance of the file. Typical characteristics of microcomputer software packages designed for reprint management will be reviewed. The presentation will be most useful to those who collect literature in the course of their work and want to organize their reprints so as to facilitate retrieval. (Complements in part the MICRO-COMPUTERS AND YOUR RESEARCH seminar.)

DATABASES IN THE SCIENCES AND ENGINEERING: An Overview

Friday, October 17, 2:00 - 4:00 pm

203 McLaughlin

Diana Beck *Ingrid Radke*
Diane Brown *Pat Stewart*
Sharon Brunzel *Jo Butterworth*

This seminar will cover the variety of reference and source databases in chemistry, biology, public health, and engineering. Subject specialists will perform online searches in CAS (chemistry), BIOSIS (biology), COMPENDEX (engineering), and MEDLINE and TOXLINE (public health), to demonstrate search strategies in retrieving relevant documents, as well as to illustrate the interdisciplinary value of the databases. Also, emerging technology affecting scientific information retrieval will be discussed.

MICROCOMPUTER AND YOUR RESEARCH: DO-IT-YOURSELF SEARCHING OF USER-FRIENDLY SYSTEM

Session A: Monday, October 20, 1:30 - 3:00 pm *Eddy Hogan*

Session B: Wednesday, October 22, 3:00 - 4:30 pm

203 McLaughlin

The latest in information technology is now available to you directly and can help you stay ahead in your field. Linking your office terminal or home computer with large computers that may be thousands of miles away, you can create tailor-made bibliographies wihich include articles in journals, magazines, and newspapers; government documents; and many other information sources. Through commercial service vendors such as DIALOG or BRS, international coverage is available for a wide range of subjects in the sciences, medicine, business, the social sciences and the humanities.

This session will survey the online systems available to you as an individual and compare that do-it-yourself access with having the Library do it for you through its Computer Reference Service. Factors that will help you decide whether or not to "do it yourself" will be examined: equipment and software, strengths and shortcomings of the systems, when they are available, how user-friendly they really are, and how much they cost--in short, your investment, your return, and the alternatives. With a TV screen for every two people, participants will view a live demonstration of one of the systems. (Note, too, the complementary seminar, "WHERE DID I PUT THAT PAPER?": MANAGING YOUR REPRINT FILES.)

COMPUTERIZED DATA FOR THE SOCIAL SCIENTIST

Thursday, October 23, 8:30 - 10:30 pm *Patricia Kreitz*

Room 308, Main Library *Ann Gerken*

Have you ever wanted to know if another scholar or research project has gathered primary statistical data that you need? Have you wondered what primary data already exists that could be re-analyzed to answer new research questions? A wealth of contemporary, cross-cultural and historical data has been gathered by social scientists and increasingly is being stored in computerized form and made accessible to other scholars. This seminar, taught by a data archivist from UC Berkeley's State Data Program Library and a social science librarian, will provide the social scientist with information on how to identify appropriate data, how data is stored and manipulated, and where to get help in locating and using computerized data. The instructors will use research examples drawn from various social science fields to demonstrate the process of identifying and using computerized data resources.

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LIBRARY UPDATE/1986

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Anne Lipow, Library Education Officer, 245 Main Library. Questions? Phone 642-3773.
You will be notified of your enrollment status.

Please reserve a place for me in the session(s) checked below.

Please do not write in this space.				
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____	☐	**Catalogs and Special Services** *(Section B)*	Thursday, October 9	8:30 -11:30 am
		If you chose either of the above, indicate to which subgroup for online catalog instruction you wish to be assigned (check one):	*Online catalog searching in the:* ____ *social sciences* ____ *humanities*	____ *physical sciences* ____ *life sciences*
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____	☐	**Microcomputers and Your Research** *(Section B)*	Wednesday, October 22	3:00- 4:30 pm
____	☐	**Computerized Data For the Social Scientist**	Thursday, October 23	8:30 - 10:30 am

Please print clearly. Fill out 1 - 3 below. Mail Entire sheet; it will be returned to you confirming your enrollment status and notifying you of location of seminars.

1. Address reply to:
(if off-campus, include self-addressed stamped envelope)

2. Phone _____

Name: _____

Address: _____

_____

3. ☐ Faculty: rank/dept. _____
☐ Researcher: rank/dept. _____
☐ Graduate student: dept. _____

☐ Other:
Non-affiliated persons should enclose $25, payable to UC Regents, for each session checked above (includes handouts).

UNIVERSITY OF CALIFORNIA - BERKELEY

Supplementary Publicity

Samples of invitations sent by public service librarians to selected faculty in addition to widely-distributed announcements.

1980

An Invitation

We call your attention to the UCB Library Seminar
for Faculty and Research Staff
on

POPULAR CULTURE

Thursday, October 9
8:30 - 10:30AM
308J Main Library

See attached description and enrollment form

1983

An Invitation

We call your attention to the UCB Library Seminar
for Faculty and Research Staff
on

COMPUTERS AND YOUR RESEARCH:
HUMANITIES INFORMATION ONLINE

Thursday, October 28
9-11am
Room 322 Main Library

See attached description and enrollment form

PLEASE RETURN THIS FORM TO ANNE LIPOW, 245 MAIN LIBRARY, CAMPUS (UCB, 94720)

Your comments will help us plan programs useful to researchers. If you need more space, please use the back of this sheet.

Please comment on the value of the session you attended:

( ) CATALOGS AND SPECIAL SERVICES OCT. 8 OCT. 9

_____

_____

( ) ARTFL: A NEW DATABASE FOR FRENCH STUDIES OCT. 14

_____

_____

( ) WHERE DID I PUT THAT PAPER? OCT. 15 OCT. 16

_____

_____

( ) DATABASES IN THE SCIENCES AND ENGINEERING OCT. 17

_____

_____

( ) MICROCOMPUTERS AND YOUR RESEARCH OCT. 20 OCT. 22

_____

_____

( ) COMPUTERIZED DATA FOR THE SOCIAL SCIENTIST OCT. 23

_____

_____

This program, with some variation in sessions, is offered annually. Some sessions given in past years are listed below. Check those in which you would be interested if repeated, and give us your suggestions for other sessions you think that we should develop.

( ) Development Studies ( ) Film ( ) Law & the Courts
( ) Environment ( ) High Technology Industries ( ) Women's Studies
( ) Energy Sources ( ) Holocaust Studies ( ) Other_____

Are you interested in the following, tentatively planned for next year?
( ) Canadian Studies ( ) Latin American Studies ( ) Peace & Conflict Studies

_____ _____
Name (Please print so we may notify you of rescheduled sessions) Address (CAMPUS location preferred)
Phone:_____

( ) By special arrangement, any of this year's sessions may be repeated for departmental groups and classes. Check here if you wish to be contacted about this. Indicate the session that interests you:_____

UNIVERSITY OF CALIFORNIA, BERKELEY

LIBRARY UPDATE 1986

FACULTY SEMINARS IN RESEARCH RESOURCES IN THE UCB LIBRARIES

SUMMARY ATTENDANCE REPORT

Attendance by person

Total attendees: 170 + 34 Library staff

115 + 28 staff attended 1 session
36 + 4 staff attended 2 sessions
14 attended 3 sessions
2 + 1 staff attended 4 sessions
1 staff attended 5 sessions

Attendance by session

Cats/Special Services A	27 + 7 staff
Cats/Special Services B	36 + 1 staff
ARTFL	5 + 5 staff
Where Did I Put? A	27 + 5 staff
Where Did I Put? B	34 + 3 staff
Databases in Sci/Engr	25 + 5 staff
Microcomputers/Resrch A	30 + 7 staff
Microcomputers/Resrch B	27
Comp. Data for Soc. Sci.	24 + 12 staff
	235 + 45 staff

Attendance by rank or affiliation

Faculty:

26 Professor
8 Associate Professor
12 Assistant Professor
3 Lecturer
17 Visiting faculty
8 Other faculty

Other attendees:

52 Graduate students
34 UCB Library staff
23 Researchers
11 UCB staff
3 Graduate Theological Union
7 Non-UC affiliates

204 Total attendees

Attendance by department

79 departments represented:

47 humanities; 32 sciences

Academic Computing to Zoology, including Higher Education, Social Change, Resource Center on Aging, Plant Pathology, Geology, Earthquake Engineering, Naval Architecture.

UNIVERSITY OF CALIFORNIA, BERKELEY

PROCEDURE FOR ORGANIZING THE FACULTY SEMINAR PROGRAM ("LIBRARY UPDATE")

CALENDAR

April — Send questionnaires to all previous F.S. speakers and to all unit heads, asking whether staff members are willing to participate in the coming year's program. Solicit names of possible speakers as well as topics for the seminars. (Sample form attached).

May — Hold a meeting for all persons who replied to the questionnaire; discuss findings and recommendations from previous year's program and make a tentative decision on upcoming program: speakers and topics.

June — Coordinator should draw up a tentative schedule of the events for the Seminar Program. Establish a "time-table" for the speakers, as well: due dates for bibliographies, for example. Solicit an abstract from each seminar team; this abstract will later be edited for inclusion in the publicity announcement.

July-Aug — Begin design of the publicity materials. Get permission from CU NEWS editor to use the NEWS logo for the publicity if the logo is needed. By mid-August, the publicity materials should be ready for duplication. Allow at least one week for the duplication if handled through Library Multilith. Order at least 2000 copies (number used in 1978); more copies in future years would be helpful so that they could be placed at all public service points and be distributed to more departments. Possibly have a poster designed as well (Dr. Leiby's suggestion from 1978 evaluations).

Allow months of July and August for speakers to assemble their bibliographies; it is difficult to plan any formal meetings during these months because of vacations. At some point - usually early July - a meeting should be scheduled during which the speakers begin to discuss the content of their presentations.

Sept — Distribute the publicity materials to departments. A distribution list used in 1977 and 1978 is attached. Stuff faculty mailboxes if permitted by departmental secretaries to do so; do not rely on the secretarial staff in the department to do this for you. Add the life science and physical science departments to the distribution list, if sessions relevant to their interests are being discussed.

Obtain lists of new faculty from Spring, Summer, and Fall. Hand address brochures to all persons on those lists. Do the same for people listed on the Fall Visiting Faculty list.

Invite University Librarian to give a welcome greeting at the introductory sessions. -7.1-

Sept

Concurrent with the distribution of publicity materials to departments, put an article about the seminar program in CU NEWS. Encourage branch librarians to mention the seminar program to department chairmen and to individual patrons.

At the end of September, schedule a final meeting of all seminar speakers. Continue discussion of seminar content, brief speakers on any technical details, ask for AV needs (blackboards, overhead projectors, slide projectors, etc.), and review with speakers the list of participants (from pre-registration).

Order coffee and tea service (see later section: "Coffee").

Prepare library information packets (see later section: "Packets").

Arrange for typing and duplicating handouts (see later section: "Duplication of Handouts")

Send out reminder notices to all pre-registrants (see later section: "Reminder Notices").

Seminar Days

Arrange seating in seminar room.

Get needed AV equipment.

Make sure that all handouts are delivered to the room.

Place paper and pencils on seminar tables for the participants.

Have a sign-up sheet for participants (this is more necessary in later sessions, after the packets have been distributed; the packets serve as a registration tally during the first general sessions).

Have a plastic tablecloth available for the coffee table.

If badges are used, have several felt-tipped markers on hand as well as the self-adhesive labels (Materiel Office usually has a small supply of labels, however it is wise to check on their stock ahead of time; you can always make a quick trip to the ASUC store for some more).

The Coordinator should allow about two hours of preparation time for at least the first couple of sessions; thereafter the set-up becomes more routine and can be accomplished in about one hour. It helps to be present when the coffee arrives, in case there are any misunderstandings about the order; always have the Catering Service telephone number close at hand for last minute corrections (i.e., of their mistakes; it is too late at that point to make changes in the order which you have submitted).

Arrange for someone to assist you with the room set-up and with the registration, especially for the first week of the program. It is a good idea to have someone (you or an assistant) at the door to greet participants as they enter.

Prepare a brief welcome presentation (about three minutes). Invite people to help themselves to coffee, tell them briefly about the content of the registration packets, and encourage them to fill out the evaluation form. This introduction need not be repeated for each session; it may be desirable to put in an occasional reminder about the evaluation forms. In sessions where many persons are attending for the first time, an abbreviated introduction to the seminar session would be appropriate.

During the first introductory sessions, the Coordinator should introduce the University Librarian. The University Librarian usually adds a word of greeting and then turns over the session to the speakers. Be sure that the Librarian knows who the first speaker will be.

In subsequent sessions, it is a courtesy for the Coordinator to introduce the seminar speakers. Most speakers prefer this approach, although a few are happy to introduce themselves.

After each session, arrange for the coffee urns to be picked up by Catering; the response is not always immediate!

Collect all extra handouts, pencils, paper, etc. Return AV equipment. Store all registration materials in a place where they will not interfere with normal activities in the room. Return extra chairs to their proper locations.

If the following session is a morning one, it is wise to have all handouts assembled and all sign-up sheets prepared the evening before. Complex AV set-ups during morning sessions are not easily accomplished unless you have some assistance.

If you plan to use the "filing chairs" from the Subject Card Catalog Hall, clear this with the Cataloging Dept. There was some annoyance about the disappearance of the chairs during the 1978 seminar program. Jean Peck might be the logical person to notify.

Post Seminar

There will be requests for extra copies of handouts; most of the requests come from persons who were unable to attend the respective sessions.

Tabulate the total attendance from sign-in sheets, registration packets, or whatever device seems accurate.

Arrange for a follow-up meeting with all seminar speakers. At this meeting, the Library Observer can present his/her findings and speakers can share their thoughts on the successes and failures of the program.

RESERVATIONS

It is easiest to keep track of reservations if a notebook is kept. Start numbered lists for each session and record the names, departments, and topics of the participants. It might also be a good idea to record the status of the participant, although this information is not always obtainable. Keep a tally of participants by status; these statistics are of interest to the Library Administration. About every 10 days, mail a copy of the list of registrants to speakers so that they know what departments are represented and what topics have been suggested.

DUPLICATION OF HANDOUTS

This activity is very time-consuming; suggest that all bibliographies which need typing be submitted to you at least four weeks in advance of the session. The AUL for Public Service should arrange for typing support out of the Librarian's Office. Supplementary support may be obtained through GRS and CDO secretarial staff, however this should be used as back-up support rather than the primary one.

For bibliographies not requiring typing, a two-week lead period is sufficient.

Duplication of materials may be done in three ways:

1)Library Multilith (Marj Titus) - allow at least one week for completion of the job (minimum). Multilith does not colate or staple! This is however the least expensive way to duplicate materials and should be recommended for duplication of the bibliographies received well in advance. Fill out a pink multilith request form according to your specifications. Be sure to indicate whether back-to-back copying is permitted. A sample pink form is attached to this section.

2)Central Duplicating - allow 3 to 5 working days, depending on the length of the bibliography and the work-load of Central Dup. Handle these requests through the Library Materiel Office. Many of the orders will exceed $100 and will require a special purchase order from the Materiel Office. In a memo to the Materiel Office, specify: number of copies desired, paper stock, whether back-to-back copying is desired, colation and stapling instructions, and the deadline for the job. Be prepared to hand-deliver the originals to Central Duplicating. The Office is located on Berkeley Way, one block west of the campus Garage. The finished copies will be delivered to your office. Keep in mind that Central Duplicating is very busy at the beginning of each quarter.

3)Rapid Copy (Library Dept.) - copying can be done very quickly. This tends to be the least desirable way to duplicate materials, however; reserve this method for the bibliographies and handouts which are received long after the due dates, or for handouts which are only one page in length, or for handouts in which reproduction of fine print is necessary. Use the Kodak machine for best results.

TEA AND COFFEE SERVICE

Approximately two weeks in advance of the first session, write up exact specifications in the form of a memo addressed to the Dining Commons Catering Dept. (2-3620). Information needed by Catering is:

Number of persons to be served	- this number may be changed up to 48 hours before the order is due. Use the number of pre-registrants as your guide in ordering; the no-shows will be replaced by library staff members!
Time	- allow 1/2 hour lead-time. Emphasize the importance of punctuality.
Room number and directions	- I talked to the delivery people about directions to the seminar room.

When you mail or hand-deliver this request to Catering, you must also submit an IOC. George Dea took care of this detail for me; I then took the signed IOC to Catering in person, to make sure that everything had arrived safely.

Refer to the attached memo from 1978 for further details.

PACKETS

Each faculty participant receives a packet of general library brochures and announcements. Envelopes (10x13 manila) are available from the Materiel Office; let them know in advance in case an order is necessary. The content of the packets varies slightly from year-to-year, however certain basic types of items have always been included:

1) Existing (i.e., current) brochures from the LOL series; copies are available from Materiel Office. Tell Materiel how many copies of each are required and they will be assembled from the Materiel stocks.

2) Announcements of BAKER service. Get these from Coop Services.

3) Computer literature searching information. Most brochures are available from Materiel Office. Follow same ordering procedure as for #1.

4) GBS announcements. Available through the General Reference Service.

5) Evaluation sheet for the seminar series. This sheet must be composed by the Coordinator.

6) List of CDO selectors. This is compiled by GRS, duplicated by Coordinator.

7) Miscellaneous announcements of special services, such as the MORE brochures, sheet describing instructional services (Pulis wrote this in 1978), etc.

8) Badges. This was not part of the package in 1978; name badges were optional - blank adhesive labels were available for this purpose to anyone wishing to wear a badge.

PACKETS (continued)

Stuffing packets is a time-consuming project, but should be delayed long enough to allow all materials to be assemb led and stuffed in one round. If at all possible, avoid having to repeat the process!

For pre-registrants, wrtie the names of the persons (last names only for all but the most common names) on the outside of the envelopes. This step is not very time-consuming, allows the Coordinator to become very familiar with the names of participants, and is a good check on the seminar attendance. Prepare about 20 extra packets, minus names, for those people who show up without reservations.

REMINDER NOTICES

One week before the sessions begin, reminder notices (or confirmation notices) should be sent to all pre-registrants. Although these notices are mailed out only late in the planning schedule, they can be prepared earlier. I completed them as part of the reservation process and held all of the envelopes until mailing time. There are relatively few reservation changes or corrections that occur before the seminars begin, so there is no particular reason to delay the preparationof reminders.

A sample of the reminder notice used in 1978 is attached. Include information on the room and coffee service. The reminder notice may be used for anything which was left out of the original information sheet or for room change announcements.

LIBRARY OBSERVER

Since the Seminar Program began, there has always been one member of the Library staff appointed by the AUL for Public Services who was in attendance at all seminar sessions. This person is called the Library Observer and serves the following functions:

* to take notes on the strong and weak points of the individual seminar presentations.

* to present to the seminar leaders/speakers an overview of the entire program at the conclusion of the seminar series.

* to be an "institutional memory" for the speakers to use as a resource, should questions arise during the sessions which are not easily answered by the speakers.

The Observer makes an oral presentation to the group of speakers at the end of the seminar series (schedule this meeting about 1-2 weeks after the last session). It is desirable for the Observer to put some of the comments in writing so that there is a record of the comments for future "generations" of speakers.

The Observer is also one of the most appropriate persons to suggest recommendations for future seminar programs.

In 1978, the Observer was asked by the group of speakers to take detailed notes on the individual speakers, as well as on the seminar presentations as a whole. This was done so that the speakers could (on their own initiative) consult individually with the Observer on their respective performances. No individual comments will be included in the presentation to the group as a whole (at the follow-up meeting).

ROOM SET-UP

The actual set-up will depend on the room(s) used for the seminar sessions. If the Art History/Classics Graduate Service facilities are used, the following procedures are necessary.

The Art History Graduate students and faculty must be notified several weeks in advance that the room will be in use. Susan Craig, the Art History/Classics Librarian, handled this in 1973. A notice - with exact times and dates for which 308J would be in use - was placed outside the room. Susan was also available to help explain to the students that they had to tidy up their belongings, etc., just prior to each session.

During the two weeks of the seminar program, Susan permitted 308J to be set up according to the specifications of the seminar. The table arrangement is an "open U" (see drawing on the next page). It is not easy to move the large tables. If Materiel can supply some labor, this would be a great assistance; otherwise, it takes about 3 women to do the moving with some degree of ease. At the conclusion of the session, the tables must be moved back to their original configuration. Allow about 1 hour for the table-moving.

In AH/C, chairs may be obtained from adjoining rooms. The AH/C students are not very pleased about this arrangement. It might be a good idea in the future, to rent or borrow folding chairs to make up the number of seats needed. In 308J, there is enough seating for about 35 people, using only the chairs which are already in the room. If more than 40 people are expected in any session, it would be best advised to seek a source of chairs, other than the AH/C classrooms and reading rooms.

COLUMBIA UNIVERSITY

Columbia University in the City of New York | *New York, N.Y. 10027*

THE LIBRARIES 535 West 114th Street

February 19, 1987

Ms. Maxine K. Sitts
Information Services Specialist
Office of Management Studies
Association of Research Libraries
1527 New Hampshire Ave., N.W.
Washington, D.C. 20036

Dear Maxine,

The descriptions of the Faculty Advisory Council and the Humanities Aurora Consortium will probably be of particular interest to you. The two groups bring together professional librarians and faculty to discuss various topics on a frequent basis. Members of the faculty and library staff also meet on an ad hoc basis.

The Libraries issues certain publications which are distributed to the faculty. One of these, Library News, contains general information about services availability, recent publications and acquisitions, and new staff members.

Upon arrival at Columbia University, new faculty members also receive an introductory letter from the Libraries along with a packet of information about library privileges, services, etc. The packet also contains descriptions of the Center for Computing Activities and the Scholarly Information Center.

I hope this material will be useful. If you have any questions about any of the enclosures, please feel free to get in touch with me.

Sincerely,

Paula

Paula T. Kaufman
Director, Academic
Information Services

encl.

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Faculty Advisory Council

This council, serving the Humanities and History Division, is composed of the Assistant Director for H&H, the Head of Access Services of the division, the History and Classics Bibliographer from Resource Development, and four tenured faculty members drawn from the departments served by the division.

The council meets monthly to discuss and make recommendations on a wide range of issues, including circulation policy, reserves, collection development, public services, and other policy matters. The minutes are circulated to the chairs of each department, which often induces further discussion. The council was formed to exchange information about the libraries and the research and curricular needs of the faculty, and to set as realistic expectations as possible in meeting those needs, as well as modifying or creating policies that best serve the immediate and longer term interests of the academic community.

Humanities Aurora Consortium

This is an informal group of five of the larger humanities departments, each with one or several representatives, who work with the assistant director of H&H, several reference librarians, and members of the Columbia Center for Computing Activities, in order to assess and plan for the integration of technology into the scholarly workplace and the classroom. This group was formed upon the award of a number of IBM microcomputers and peripherals to these departments, the grant proposal having been prepared by the departmental representatives and members of the Humanities and History Division. The group discusses the intellectual implications of introducing computers into the humanities curriculum, as well as the appropriate hardware and software for support of local projects.

NEW FACULTY

September 1986

Dear Professor:

Welcome to Columbia University. It is my pleasure to introduce you to some of the information resources and services available at the University.

The extensive resources of the University Libraries are acquired and maintained in support of a wide range of research and instructional activities. Columbia's collection, which is one of the largest in the country, contains

5,460,985 volumes
3,220,826 items in microformat
22,000,000 manuscript pieces
500,000 rare books
62,000 serials received on a regular basis.

You may also use the additional resources which are available locally at the affiliated institutions of Barnard College, Teachers College, and Union Theological Seminary.

The University Center for Computing Activities (CUCCA) provides facilities and services to meet the educational and research needs of faculty, research staff, and students. CUCCA operates six mainframe computers for research and instruction and maintains almost two-hundred terminals around campus for access to those systems. The User Services Group provides full-time consulting at two computer labs, one of which contains a variety of microcomputers.

There is a wide variety and range of information support services available at the University. Many of these are described in the enclosed brochures.

There are additional handouts and bibliographies available in all Libraries and CUCCA labs.

I look forward to meeting you. Please do not hesitate to call on me for any assistance you may require.

Sincerely,

Paula Kaufman

Paula Kaufman, Director
Academic Information Services Group

COLUMBIA UNIVERSITY LIBRARIES

INFORMATION FOR FACULTY

BORROWING PRIVILEGES

CUID serves as a library card in:

All Columbia University Libraries
Libraries of Barnard College, Teachers College, and Union Theological Sminary

Loan Periods: Maximum of three months. Regulations for the use of various materials, such as periodicals, vary from library to library.

Recalls: All loans are subject to recall if needed by another reader or if required for course reserve. Prompt response to recall notices is essential.

Overdue Materials: Officers are responsible for the return or renewal of all books borrowed in their names whether borrowed in person or by a Deputy Borrower (see below). Replacement costs (price and processing fees) are charged for books not returned or renewed.

FACULTY FAMILY

Eligibility: Members of the immediate family (junior high school age or older) of full-time faculty and other officers.

Privileges: Non-renewable when there are outstanding fines.

Apply: Library Information Office, 234 Butler Library.

DEPUTY BORROWERS

Materials: Borrowed by designated Deputies are checked out in the name of the faculty member, who assumes responsibility for their return.

Deputies: Must have a valid CUID.

Deputy Cards: Issued by the Library Information Office, 234 Butler Library, for one semester periods

OBTAINING ACCESS TO MATERIALS NOT IN CUL

New York Public Library: CUL can arrange to have materials in the Research Libraries pulled from the stacks and held for your use. Apply at Interlibrary Loan, 207 Butler, and Health Sciences Library.

New York University Libraries: CUL can arrange for you to use most libraries at NYU. Apply at any CUL reference desk.

Other New York Libraries: Through local agreements, CUL can arrange for you to use specific materials at any one of a large number of area libraries. Apply at any CUL reference desk.

Other Research Libraries: Columbia is a member of the Research Libraries Group (RLG), a corporation owned by the nation's major universities and other research institutions, including Cornell, Michigan, Princeton, Stanford, and Yale. Members of the Columbia community may use the libraries of RLG institutions. Ask for details at any reference desk.

Interlibrary Loan: Columbia makes extensive use of the resources of RLG members, the New York State Interlibrary Loan System, and the British Lending Library. Interlibrary Loan offices are in Butler and the Health Sciences Library.

HIGHLIGHTS OF LIBRARIES SERVICES AND RESOURCES

CLIO (Columbia Libraries Information Online) Columbia's online information system contains records of materials on order, in process, or cataloged since January 1, 1983. It also contains information about each library and provides current library schedules. CLIO terminals are available for walk-up use in all library units. Access to CLIO may also be had through terminals connected to the University's PACX network. Please ask any reference librarian or User Services consultant about necessary arrangements.

RESERVE BOOK SERVICES

Humanities - College Library
Social Sciences, undergraduate - College Library
Social Sciences, graduate - Lehman Library
Sciences and professional schools - department libraries

If you have not already received materials to assist you in meeting your reserve book requirements, please call me the appropriate department head.

INSTRUCTIONAL PROGRAMS The Libraries provides instruction in the use of its facilities and in the structure, identification, and use of materials in subject disciplines. These activities include tours and orientation sessions, consultations for graduate students and faculty, and lectures designed to meet the needs of specific classes. Please ask any reference librarian or department librarian for information about these services.

INTERLIBRARY LOAN SERVICES The Libraries make extensive use of the resources of members of the Research Libraries Group, the New York State Interlibrary Loan System, and the British Lending Library. Currently, we are able to supply 75% of most materials requested within three weeks. Large volume requests cannot always be accommodated.

RESOURCE DEVELOPMENT We welcome your suggestions for titles to be added to the collections. Forms are available at all library reference desks. You can also send your suggestions to Suzanne Fedunok, Assistant Director for Resource Development, 220M Butler Library.

STAFF AVAILABILITY Among the enclosures in this package are lists of librarians responsible for specific units and for selection of materials in all subject areas. Please contact any of us for assistance in learning about the Libraries. It is sometimes difficult, in a university as large and complex as Columbia, for members of the library staff to initiate contacts with all new faculty. We hope you will call on us.

SUGGESTIONS The staff of the Libraries is eager to receive your suggestions and to hear about your library concerns. You can fill in one of our suggestion forms, which are available at all service desks in the Libraries, or contact Paula Kaufman, Director, Academic Information Services Group, 317 Butler Library, extension 2245, cul.kaufman@cu20b.

COLUMBIA UNIVERSITY

CENTER FOR COMPUTING ACTIVITIES

The Columbia University Center for Computing Activities (CUCCA) provides facilities and services to meet the educational and research needs of faculty, research staff, and students of the University, and to fulfill the data processing requirements of its administrative offices. As a result of a reorganization in January 1986, academic computing is now directly responsible to the University Libraries. In the future, library, computer, and other information support services will be integrated to further develop the concept of the Scholarly information Center throughout the university community.

CUCCA operates seven mainframe computers: one IBM 4341, one administrative IBM 3081, one IBM 3083, and four DECSYSTEM-20's. The 3081 is used for administrative tasks such as payroll and personnel. The remaining systems are used primarily for research and instructional purposes and support the VM/CMS and UNIX operating systems. The DECSYSTEM-20's with the TOPS-20 operating system are used mostly by faculty and students and are well-suited for program development, document production, user communication, and research.

The Center maintains almost two-hundred terminals around campus for access to the mainframe systems. These are located in various classroom buildings, residence halls, and libraries throughout the campus and in many cases are available to provide 24-hour access. The Computer Lab, located in 251 Engineering Terrace, has Macintosh and DEC microcomputers in addition to terminals, an Apple LaserWriter for near-typeset quality printing, graphics printers, network facilities, a selection of software programs, and a lending library of manuals and floppy disks.

The CUCCA systems support a number of computer languages including ALGOL, APL, BASIC, C, FORTRAN, LISP, PASCAL, PL/1, PROLOG, SIMULA, SAIL, SAS, and SPSS. Various online programs facilitate using CUCCA systems: Emacs and Xedit for editing; Scribe, for text formatting; electronic mail systems for communicating among users; and HELP, INFO, and VMNEWS which supply online documentation and technical notes. Kermit, a file transfer program created at Columbia, makes it possible to transfer files easily between microcomputer and mainframe systems. The BITNET and CCnet networks link all CUCCA systems with those of more than 500 other universities, national labs, and research divisions of several corporations, allowing for the transfer of files and electronic mail among the participating systems. A gateway to the ARPANET is also provided through the Computer Science Department.

The User Services Group is the public service arm of the Computer Center. It provides full-time consulting at two computer labs on campus and teaches non-credit courses which cover an introduction to microcomputers, an overview of time-sharing systems, text editing programs, and formatting programs on the mainframe systems. The User Services staff publishes a free monthly newsletter, small manuals, technical notes, course brochures, and other information sheets.

Faculty members and Officers of Research may apply for DEC-20 or IBM mainframe I.D.'s in the User Services office in 115 Computer Center. Faculty members are issued free yearly DEC-20 I.D.'s for instructional and course preparation purposes only. Students may purchase DEC-20 I.D.'s at minimal cost. DEC-20 I.D. holders have access to electronic bulletin boards, which offer a wide range of information categorized by subject or interest group, as well as the electronic mail system. Students and faculty use the DEC-20 e-mail

extensively to send personal mail and to communicate on the subjects of assignments and related coursework.
to apply for an I.D., call the User Services office at 280-3555.

For microcomputer users, CUCCA oversees two Columbia University User Groups: CUMUG, for Macintosh users, and CUPCUG, for IBM PC users. Anyone affiliated with the university may join. The user groups provide an opportunity for microcomputer users to share information and expertise in addition to learning about the latest in software and hardware development. Both user groups sponsor monthly meetings with vendor presentations.

Scholarly Information Center

Scholarly information support services are provided by the Scholarly Information Center (SIC), a conceptual organization comprised of the University Libraries, the Center for Computing Activities, and such specialized information services as the Learning Center and the Data Archives Research and Training Services (DARTS). The SIC provides assistance to users of information in all formats, including assistance in identifying and locating information, assistance with programs and program documentation, consultative assistance, help in hardware and software selection, diagnostic services, guidance in dealing with the problems of downloading and licensing agreements, and, on a fee-for-service basis, assistance with program development.

The Academic Information Services Group is the organizational structure which merges the public services activities of the Libraries and the Center for COmputing Activities. The Group is the first organization integration of the University's information functions, traditionally served by format-centered groups, i.e., the Libraries and the Center for Computing Activities. It represents a pioneering venture not only at Columbia University but in the national higher education community as well.

INDIANA UNIVERSITY

1987

Faculty Seminars

Indiana University - Bloomington Libraries

The Indiana University - Bloomington Libraries instituted a program of faculty seminars in 1982. These seminars are designed to update teaching faculty on new developments in research methods and tools, and are developed and presented by IUB librarians with expertise in each topic.

Seminar topics:

Library Support for Instruction
New Research Tools in the Social Sciences
New Research Tools in the Humanities
New Research Tools in the Sciences
What's Happening in Government Publications
Searching Online Databases using Personal Computers
Computers in the Library
New Library Technologies: CD ROM (upcoming)
Managing Personal Bibliographies with Personal Computers (upcoming)

An announcement for each seminar is sent to all teaching faculty, and they are asked to respond if they plan to attend. The seminars last 1-2 hours, and the computer seminars include online demonstrations. Two seminars are offered per semester, and each seminar is repeated twice. Additional sections are added if the seminar is over-enrolled.

Attendance at the seminars varies tremendously. Our experience has been that the computer-related seminars attract many more faculty than the others.

The Libraries participated in a campus-wide Faculty Computer Literacy program in 1984 and 1985, designed to address the computer needs and interests of faculty and academic staff. The university awarded grants to faculty who would develop and teach computer-based courses, and the libraries offered two different courses during the duration of this program. They were:

Computers and Library Research: Utilizing Local and Remote Databases

Introduction to Online Bibliographic Searching Using Personal Computers

These courses, which were longer and more detailed than the seminars, provided the basis from which we developed the shorter, more focussed seminars. They also established the librarians' expertise in teaching research technologies.

IUB Libraries
BLOOMINGTON INDIANA 47405 (812) 335 0100

LIBRARY SUPPORT FOR INSTRUCTION

INDIANA UNIVERSITY

A
SEMINAR
PRESENTED BY THE
INDIANA UNIVERSITY LIBRARIES

49 60

DO YOU KNOW . . .

- how to place materials on reserves?
- how to get a book ordered for the library collection?
- whom to contact if you have questions about library services?
- how to arrange a library tour for your classes?
- how to arrange a presentation on library research tools relevant to your classes?
- how librarians might assist you and your students with some of their assignments?
- that the IU Libraries provide other services which might be useful to you and your students?

INDIANA UNIVERSITY

Library Support for Instruction,

a library seminar, will provide answers to these and other questions you might have about the services that the IU Libraries make available to assist instructors and their students.

Sessions will be on

Monday, September 30, 1985, at 10:30 a.m.

and again on

Tuesday, October 1, 1985, at 2:30 p.m.

in Room 170

(the Library Instruction Room in the General Collections, Main Library, 10th and Jordan.)

Please return to *Julie Bobay, Instruction Librarian, Library E172.*

I will attend the seminar on **Library Support for Instruction** on:

____ Monday, September 30, 1985, 10:30 - 12:00 noon

____ Tuesday, October 1, 1985, 2:30 - 4:00 p.m.

Name _____

School or Dept. _____

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INDIANA UNIVERSITY

SEARCHING ONLINE DATABASES USING PERSONAL COMPUTERS

A SEMINAR FOR FACULTY PRESENTED BY THE INDIANA UNIVERSITY-BLOOMINGTON LIBRARIES

* * * *

WHY?

As the number of people with personal computers increases, vendors of commercial bibliographic databases have been simplifying access to their services to capture this new market. PC owners can now tap into these databases during evening hours at much cheaper rates.

WHAT'S AVAILABLE?

Such databases as ERIC, Psychological Abstracts, Management Contents, MLA Bibliography, Social Science Citation Index, Biosis, and dozens of other scholarly indexes in all fields.

HOW?

This Library Seminar will provide information on the online databases and services available to personal computer users, and offer a demonstration of one of these systems ("BRS After Dark").

WHEN AND WHERE?

Wednesday, November 12, 1986, 3:30-5:00
or
Thursday, November 13, 1986, 3:30-5:00

In Room 170 (Library Instruction Room) of the Main Library.

For more information, call Julie Bobay (5-4265) or Fred Musto (5-8028).

I plan to attend the seminar "Searching Online Databases Using PCs" on:

_____Wednesday, November 12 at 3:30

_____Thursday, November 13 at 3:30

Name_____

Dept._____ Phone_____

Please return to Julie Bobay, Instruction Librarian, Library E172 by November 7.

INDIANA UNIVERSITY

NEW LIBRARY TECHNOLOGIES: CD-ROM

A SEMINAR FOR FACULTY PRESENTED BY THE
INDIANA UNIVERSITY-BLOOMINGTON LIBRARIES

CD-ROM is a new technology that has great implications for scholary research. Many databases that formerly were only available online are now being produced on compact discs with enormous storage capacity. These databases on CD-ROM can be searched on a PC in the Libraries without having to dial into a remote computer. Since they are purchased on subscription at fixed cost, there are no online or print charges, and they can be searched by patrons for free.

The CD-ROM databases now available in the IU Libraries include **ERIC**, Psychological Abstracts, Medline, Life Sciences Collection, and Books in Print. Other CD-ROM products will be arriving in the near future.

This seminar will offer a brief introduction to CD-ROM technology and a demonstration of some of the products now available in the Libraries.

Tuesday, March 3, 1987, 3:30-4:30

OR

Wednesday, March 4, 1987, 3:30-4:30

In Room 170 (Library Instruction Room) of Main Library.

For more information, call Julie Bobay (5-4265) or Fred Musto (5-8028).

I plan to attend the seminar on CD-ROM on:

_____Tuesday, March 3 at 3:30

_____Wednesday, March 4 at 3:30

Name_____

Dept._____ Phone_____

Please return to Julie Bobay, Instruction Librarian, Library E172 by February 27.

SEARCHING ONLINE DATABASES

USING PERSONAL COMPUTERS

Introduction

Objectives

Session overviews

I. Definition and history of online information retrieval

A. Definition; database producers vs. vendors

B. Brief history and current developments

Variety of databases

End-user vs. intermediary searching

"After Dark" services

II. Some databases vendors

A. DIALOG

200 databases on regular system

Knowledge Index

B. BRS

80 databases

BRS/After Dark

C. Others

Wilsonline (Wilsearch)

SDC

LEXIS, WESTLAW

III. Databases

A. Types

Citation

Full text

"Reference"

Non-bibliographic

B. Scope

Standard daytime systems

After Dark systems

IV. Advantages and Limitations of Online Searching

A. Advantages

Faster

Powerful

More access points

Timely

B. Limitations

Time period/subjects covered

Complicated

Costs

V. **Costs**

A. Equipment

B. Communications

C. Direct costs

D. Documentation

VI. **Techniques of searching**

A. Choosing databases

B. "Boolean logic"

C. Search Strategy

VII. **Demonstration**

VIII. **Summary/Discussion**

INDIANA UNIVERSITY

FACULTY SEMINAR EVALUATIONS

WEDNESDAY and THURSDAY, FEBRUARY 26 and 27, 1986

1. Did the session cover what you expected?

18 -- Yes 0 -- No

2. Which parts of the session did you find particulary valuable?

17 -- Description of available services and databases
8 -- Outline of advantages/disadvantages
12 -- Outline of costs
12 -- Outline of search techniques
10 -- Demonstrations

Comments:
I especially liked seeing it work.
Excellent presentation -- very informational -- I enjoyed it very much. Thank you.
All were useful. Perhaps more information could be given on how to type in the phrases -- arrangement of phrases, use of parenthesis, etc.
Need to follow up to get information on how to download to disk.

3. Which parts of the session were less valuable?

0 -- Description of available services and databases
6 -- Outline of advantages/disadvantages
3 -- Outline of costs
0 -- Outline of search techniques
2 -- Demonstrations

Comments:
OK though. Didn't spend much time on it (advantages/disadvantages) and that was fine.
Less valuable only because I was familiar with advantages and disadvantages.
None.
After getting the other information, I decided I really don't want to search by myself.

4. Was the session (1.5 hours):

0 -- too long?
0 -- too short?
18 -- about right?

Comments:
About right at introductory level. Good sesion! I would like more specific search training, but given the time limitation of this introductory session, it was well done.

5. Would you attend a more detailed seminar in your subject area if it were offered?

1 -- No
14 -- Yes (please indicate area:
Business/Social Sciences -- 1
Communication -- 1
Education -- 1
Education (Higher) -- 1
Education/Music -- 1
English Literature -- 1
Geology/Geophysics -- 1
Humanities, etc -- 1 (am a librarian)
Information Specialist -- 1 (any area. I would like information on search strategies in more detail than this session offered.)
Instructional Technology -- 1
Journalism -- 1
Law -- 1
Library & Information Science -- 1
Linguistics -- 1
Medical Sciences -- 1

3 -- Undecided

6. After today's session, are you planning to investigate further any of the services we discussed?

0 -- No
16 -- Yes
2 -- Undecided

If yes, which ones?

5 -- BRS
12 -- BRS After Dark
6 -- DIALOG
11 -- DIALOG's Knowledge Index

7. Do you think the University Libraries should consider offering some type of formal/informal consulting services for people on campus who are personally using these systems?

0 -- No
13 -- Yes
5 -- Undecided

8. Should the University Libraries offer formal training in online bibliographic searching for people such as yourselves?

12 -- Yes
0 -- No
5 -- Undecided

Comments:

Believe it is available -- "Computer Literacy" II

Evaluation of Seminars on Library Support for Instruction

The purpose of this seminar was to provide information about services that the I.U. Libraries provide to assist instructors and their students. Please help us to evaluate the session by completing this form.

(1) How useful was the session?

_____very useful _____neither useful nor useless

_____useful _____generally useless

(2) Was the session

_____too long, _____too short, or _____about right?

_____too fast, _____too slow, or _____about right?

_____too elementary, _____too advanced, or _____about right?

(3) How interesting was the session?

_____very interesting _____neither dull nor interesting

_____interesting _____dull

(4) How could the material have been presented more effectively?

(5) What kinds of services would you like the Libraries to offer that were not discussed today?

(6) Are there specific topics on bibliographic access, research resources, or others that you would like to see presented in future sessions?

UNIVERSITY OF KENTUCKY

January 14, 1987

To: Teaching Faculty

From: University Libraries and the English Department Writing Program

Re: Bibliographic Instruction

At any research institution, the library plays a dual role: it provides faculty with the material for a variety of research projects while at the same time acting as a laboratory in which students acquire information-gathering and research skills, skills they will apply in their own research projects in upper-division classes and graduate school. Students often find a research library system overwhelming; most have not used a university library before, and even those comfortable with a large public library are usually not well-versed in effective research methodology.

The Libraries and the Writing Program have been working together for a number of years to introduce students to the intricacies of a large research library system. Taking advantage of a large teaching staff that reaches most incoming students, we have developed a system to show students the more general and basic tools available to them in the libraries and the rudiments of their use. This introduction must, of course, be incorporated into the primary task of the writing courses. We are therefore limited in the amount of time that we can devote to student library training and can only scratch the surface concerning specialized bibliographic tools and technological innovations, like LS/2000, that broaden access but require sophisticated approaches to take full advantage of their power. Students also need to learn the methods of evaluative research, which incorporates critical content analysis with information acquisition. The introductory writing and library skills students acquire in their writing classes need to be nurtured and supplemented throughout their careers.

To define and meet students' bibliographic instruction needs in introductory classes, subject-specific upper-division classes, and graduate school, we ask for your help in the following ways.

1) Define what you feel are the basic library skills students should have after their freshman year. We invite you to stop by the reference desk in M. I. King Library to examine the materials used in bibliographic instruction in English 101 and 102. How can we better prepare students to do research in your classes?

2) Define students' research needs for each of your classes. Have they been given instruction in English 101 and 102 that will prepare them to do research effectively in your classes? What additional training do they need?

3) Identify any students who have not had bibliographic instruction (e.g., transfer students). Have them stop by the King Reference Department to register for a catch-up session.

4) In order to meet the additional needs of your students, consult with the reference staff (phone: 7-1631) or an appropriate branch librarian to design a bibliographic instruction unit for your courses. Librarians will organize and present upper-division and graduate seminars to prepare your students for the more specialized research needs they will have for specific assignments in your classes.

Many of you already work with the libraries to further your students' bibliographic skills. We would like to take this opportunity to reevaluate and solidify our approach to bibliographic instruction so it supports students' needs throughout their careers.

CAMPUS MAIL

UNIVERSITY OF MINNESOTA

Fall 1986

The Electronic Library

Faculty Seminars on Resources of the University Libraries

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THE ELECTRONIC LIBRARY
Faculty Seminars on Resources of the University Libraries

The University Libraries and the Office of Educational Development Programs are sponsoring a series of seminars for faculty and academic staff. All sessions except "Resources for Research" feature online demonstrations and are limited to 25 participants; no prior computer experience is necessary. To register, please complete the attached form and return it to: Kate Brady, Office of Educational Development Programs, 422 Walter Library, East Bank by October 10. Reservations will be made in the order in which they are received.

Tuesday, October 14

Managing Personal Information Files by Microcomputer

454 Wilson Library 10:00-10:50 a.m.

This seminar focuses on microcomputer-based file management programs, including Notebook II, Professional Bibliographic System, PC-File III, and Sci-Mate Personal Data Manager. It features an online demonstration of downloading and personal file organization, and will show how to organize personal databases and reprint files.

* * * * *

Online Resources for Engineering and the Physical Sciences

454 Wilson Library 3:00-3:50 p.m.

Seminar participants will learn about online access to almost all major abstracting and indexing utilities in the physical scientific and technical disciplines, including databases covering journal literature, conferences and patents in engineering, physics, chemistry, and geology.

Wednesday, October 15

Plugging In: Online Information Sources

454 Wilson Library 10:00-10:50 a.m.

This workshop offers an introduction to tapping online databases from personal computers. It covers: 1) the hard- and software needed to access online information; 2) menus, gateways, and other user-friendly features that make searches easier; 3) leading vendors of these services (e.g., Dialog/Knowledge Index, BRS/BRKTHRU and Afterdark and Compuserve); 4) comparative features, prices services, subject coverage; and 5) limitations of these services, and ways of complementing database searches with professional help.

* * * * *

Resources for Research: A Guide to the Collections and Services of the University Libraries

Mall View Room, Campus Club 3:00-4:15 p.m.

This session introduces new and/or visiting faculty and staff to the scope of collections and unique services available from the libraries, and brings returning and current faculty and staff up-to-date on additions and changes. Small group sessions detail particular collections and services of the major departments: Biomedical, Humanities and Social Sciences, Institute of Technology, St. Paul Campus.

REGISTRATION

Name _____ Telephone (Days): _____

Address _____

Session Registrations:

___ Managing Personal Information Files by Microcomputer
___ Online Resources for Engineering and the Physical Sciences
___ Plugging In: Online Information Sources
___ Resources for Research: A Guide to the Collections and Services of the University Libraries

As a computer user, I am:

___ beginning ___ intermediate ___ experienced ___ expert

Individual Roles and Responsibilities

- Teaching Faculty
- Librarians

Dear Faculty Member:

This Manual is your introduction to library collection development. It is intended to give you a general view of acquisitions philosophy, a practical guide to the organization and functions of library units involved in selection and acquisitions, and specific instructions for ordering books and journals.

First issued in 1971, the Manual has been frequently revised to reflect changes in programs and staff. With this edition the list of publishers covered by the domestic approval plan has been dropped, but the latest list continues to be available through your bibliographer.

We hope you find the Manual useful. Your continued participation in collection development is appreciated and your suggestions are encouraged.

Carolyn Bucknall
Assistant Director
for Collection Development
The General Libraries

LIBRARY ACQUISITIONS MANUAL FOR FACULTY

Collection Development Program

Collection development involves management of library funds for books, journals and media; selection and location of purchased library materials; evaluation and disposition of gift materials; and preservation, management and continuing assessment of the collection itself. These activities, which comprise the Collection Development Program, are coordinated by the Assistant Director for Collection Development.

Bibliographers

Bibliographers are librarians having subject expertise who are responsible for collection development in one or more areas. Bibliographers in the Bibliography Department are assigned subject fields for academic departments served by the Perry-Castañeda Library (PCL). Some librarians in other PCL departments, such as Reference Services, also act as bibliographers. Librarians of branches and special collections usually serve as bibliographers for their subject areas.

Bibliographers initiate order requests for books and periodicals in their assigned subject fields and review all requests submitted by others. They work closely with departmental chairmen and faculty to keep them informed about acquisitions and other collection concerns. They confer with faculty and students about information needs, library resources, and other library matters. Questions about book and periodical orders, transfers, approval plans, collection development policy, etc., should be referred to them. The Directory appended to this manual contains an alphabetical and subject listing of bibliographers.

Faculty role in library acquisitions

Although library bibliographers are the principal selectors, all faculty, as well as staff and students, are encouraged to initiate requests for useful materials. Order requests should be mailed to the appropriate bibliographer.

Many academic departments find it convenient to designate a faculty liaison for library matters. In these instances it is recommended that appointments be made from faculty having a good overview of departmental aims and emphases as well as strong knowledge of the library collection in the subject field. Such a person, working with the library bibliographer, ensures that departmental interests will be represented.

Collection Development Policy

The Collection Development Policy, formulated jointly by faculty, bibliographers and other librarians, provides specific guidelines by subject for library acquisitions. It is frequently revised and updated. The latest edition (1982) is available in all public service units and the Bibliography Department. (PCL 5.110)

Approval Plans

The acquisition of current, in-print materials is emphasized in the Collection Development Policy as the most effective means for continued improvement of General Libraries collections.

Approval plans furnish a quick, simple and economical means for acquiring a core of current trade and scholarly materials in selected subject areas. Present approval or other gathering plans automatically provide current publications from the United States, Canada, and most countries of Latin America, Europe, the Middle East and South Asia.

Normally approval plans call for the exclusion of some subjects (such as practical theology, law and veterinary medicine) and some forms (such as reprint editions and numbered monographs in series). Additionally, foreign language plans are generally more limited than those in English. Approval plan books not considered appropriate to the library are returned after being screened by bibliographers and Acquisitions Department personnel.

Because of curriculum changes, budgetary considerations, and other factors, the approval plans are subject to periodic modification. For current details of these plans, contact your bibliographer or the Bibliography Department (PCL 5.110).

Funding

Most approval plans are funded from the library's Current Books account. Departmental book funds are intended for current books not acquired through approval plans, added copies, replacements, periodical backfiles, non-book materials and retrospective purchases. Subscriptions and standing orders are purchased from the Serials and Continuations fund.

A limited amount of Special Projects money is sometimes available for unusually expensive items or for development in a particular subject area. Expenditures for special projects are authorized by the Assistant Director for Collection Development.

Requesting books

Individual orders must be placed for materials not expected to arrive through approval plans. These include many society or association publications, pamphlets, small press publications, reprints, numbered monographs in series, etc. Books needed on a RUSH basis (e.g., for a research project or for assigned class reading) should always be requested individually even though they are expected to arrive via approval plan.

Order requests

Once it has been determined that the wanted item is not listed in the Public Catalog, a typed order request should be sent to the bibliographer on a library Order Request Form. These forms provide a copy for the originator's record and a copy for informing the originator of the call number when the

book is ready for use. Forms are available from the General Libraries through the Acquisitions Department (PCL 2.300) or bibliographers.

After review, these forms are forwarded by the bibliographers to the Acquisitions Department where orders are placed. Care in supplying all information, when known, will result in quicker order placement.

Information needed for in-print books:

(1) author's full name (last name first)
(2) complete title
(3) place of publication
(4) publisher
(5) date of publication
(6) series (if any)
(7) price
(8) edition (if any)
(9) number of volumes
(10) number of copies needed
(11) name of requestor
(12) requestor's department and campus address

A notation as to the source of the information is helpful; if information is obtained from a brochure or catalog, this material should be attached to the order request. The address of small or new publishers is also helpful.

Information needed for out-of-print books

In addition to the bibliographic information needed for in-print materials, the Order Request Form for out-of-print books should note the dealer's name and address and the catalog and item number, when applicable.

Materials listed in second-hand dealers' catalogs should be requested immediately. Items ordered from catalogs which have been published for one month or longer are frequently not available. When possible, the catalog listing out-of-print material should be submitted with the request; it can be returned once orders are placed if the requestor so notes on the cover.

The General Libraries will also undertake to locate needed out-of-print material which does not appear in antiquarian catalogs. If such a search is unsuccessful, microfilming of another library's copy may be a possibility.

Ordering periodicals and other serials

The same Order Request Form is used for placing current subscriptions for periodicals and other serials. The information needed varies somewhat. For current subscriptions give:

(1) title
(2) place of publication
(3) publisher
(4) date and/or volume and issue number with which the subscription is to begin
(5) price per year or volume

As in the case of books, order requests for periodicals and other serials should be sent to the appropriate bibliographer.

Ordering reserve books

Requests for reserve materials not already owned by the library should be submitted at least four months prior to the first class day of the semester; requests for materials already owned by the library should be submitted five working weeks prior to the first class. All library units providing reserve services supply forms on which to submit reserve requests.

Ordering books to be used outside the library (Departmental Orders)

The Acquisitions Department of the General Libraries is responsible for ordering all books needed by campus agencies; the Purchasing Office orders other types of materials. Books which are to be ordered from non-library funds and are not intended to become a part of the library are requested by means of the Department Requisition Form, available from the University Supply and Mail Service.

A detailed explanation of this procedure may be obtained from the Acquisitions Department, PCL 2.300, 471-1040.

UNIVERSITY OF WATERLOO LIBRARY

GUIDELINES FOR DEPARTMENTAL LIBRARY REPRESENTATIVES

All academic departments have a departmental library representative appointed by the department chairman to act in liaison with the librarian assigned to that department to facilitate communication between the department and the Library, to assist with collections development work, and to participate in the preparation of the annual acquisitions budget request.

In respect of communication, the departmental library representative:

- informs the Library of departmental requirements, particularly as they arise from proposed new courses and programs, or developing areas of research interest, and of areas in which Library collections seem inadequate.

- assists the liaison librarian in the preparation of a "Collection Support for New Courses and Programs" form for inclusion in the documentation submitted to Senate Graduate or Undergraduate Councils when any *new* course or program is being proposed.

- informs colleagues of Library resources, services (e.g. for the handicapped, CRL) and policies, and matters of current interest (e.g. MASS, on-line catalogue), and ensures that colleagues are aware of and promote Library orientation and instruction programmes.

- circulates to colleagues the Serials Cancellation Bulletin, Library Newsletter, and other communications from the Library.

- serves as required as an ex-officio member of one of the library councils - the Arts Faculty Library Committee or the EMS Library Group - and in this capacity advises the Library at need on a wide range of matters, including in particular any departmental concerns regarding the Library.

In respect of collection development, the departmental library representative:

- becomes familiar with the strengths and weaknesses of the Library's collections, with the department's Collections Development Policy and with the Library's selection, acquisition and weeding procedures.

- assists the liaison librarian with long range planning of collection development.

- coordinates and assigns priorities to requests for books and journals from colleagues.

— advises the liaison librarian and canvasses colleagues on proposed major purchases or specialized materials.

— advises colleagues of new acquisitions and subscriptions.

— provides information for assessments of the Library collection and programs (e.g. ACAP).

In respect of the Acquisitions Budget, the departmental library representative:

— monitors the commitment and expenditure of the acquisitions budget over the course of the year.

— assists the liaison librarian in drafting the annual acquisitions budget request.

— ensures that the acquisitions budget request accurately reflects the amount required to support academic programs and research, remedying any deficiencies in existing collections and maintaining their currency.

— informs the department chairman of the justifications for the budget request and seeks his/her support.

In all of these respects the departmental library representative acts on behalf of his/her colleagues and department and should consult widely and report fully on all library matters so that all the department's academic requirements are fully serviced.

March 3, 1986

UNVERSITY OF CALIFORNIA, DAVIS

FACULTY
LIBRARY REPRESENTATIVE
HANDBOOK

The policies and procedures in this handbook apply to the acquisition of library materials for the Shields Library and the Physical Sciences Library.

University of California, Davis
Main Library
1984

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I. The Role of the Faculty Library Representative

Selection of library materials is done by librarians responsible for collection development. Each of the librarians is assigned responsibility for one or more academic disciplines and reports to a Collection Development Coordinator. Each Coordinator is responsible for managing collection development activities spanning several academic disciplines. There are Coordinators for the Agricultural and Biological Sciences, the Humanities and Fine Arts, the Physical Sciences, and the Social Sciences.

A faculty library representative for each academic department, usually appointed by the Department Chair, serves as the liaison between the Library and his or her department. The Library Representative advises the librarian responsible for that discipline on matters relating to selection, processing, and management of Library collections in that field. Library representatives also coordinate requests for acquisition of library materials for their department. Requests for materials from other faculty members in the department are submitted through the departmental Library Representative who authorizes expenditure of library funds allocated to the department and transmits requests to the appropriate collection development librarian. An additional responsibility of the Library Representative is to keep his or her colleagues informed about the state of the departmental library allocation throughout the year.

UNIVERSITY OF CALIFORNIA, BERKELEY
LIBRARY

GUIDE TO

COLLECTION DEVELOPMENT AND MANAGEMENT

AT THE UNIVERSITY OF CALIFORNIA, BERKELEY

Prepared by:

James H. Spohrer
Dorothy A. Koenig
Sheila T. Dowd

BERKELEY, THE GENERAL LIBRARY, 1986

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SECTION II. RESPONSIBILITIES OF COLLECTION SPECIALISTS

II.A. Definition of a Collection Specialist

In the General Library at UC Berkeley the charge to develop and maintain the collections is a major part of many of the professional librarians' assignment. These responsibilities are exercised by both Main Library language, area, subject or form specialists and by Branch subject specialists. All are expected to survey the publishing output relevant to their language, area, or subject fields and judiciously select those materials essential for the research and instructional needs of the academic programs at Berkeley.

The activities performed by these librarians are diverse; to name one function does not encompass the whole enterprise. Such librarians--at different times and in different places--have been called bibliographers, fund managers, selectors, and curators. The term "Collection Development Librarian" may appear to be a useful label, but it proves inadequate in practice. Since the Collection Development/Reference Services Department is the home base for only Main Library selectors and by connotation excludes their Branch colleagues, it seems an unsuitable term to adopt. The word "curator" emphasizes the ongoing management/preservation aspects of the collection developers' functions. In this manual we will use the term "Collection Specialists" to designate those librarians assigned to use their expertise in a subject field, language, or geographical area to:

* select from the published universe within their assigned area those works to be added to Berkeley's collections;

* acquire special collections of unpublished materials which are of particular relevance to the research needs of the Berkeley campus;

* confer with faculty and students as appropriate about the collections;

* consult with counterpart collection specialists in libraries with which Berkeley has consortial agreements;

* monitor the growth and development of the collections;

* prepare, defend, and manage budget requests and allocations;

* identify and pursue sources of external funds to strengthen the collections, preserve them, and improve physical and bibliographic access to resources;

* keep aware of the physical state of the books already in the collection and make replacement, transfer, storage and deselection decisions;

* assist users in gaining physical and intellectual access to the collections;

* assist in assigning priorities for cataloging and determining appropriate levels of bibliographic control for particular items or collections;

* and advise on bibliographic control of materials requiring the special skills of the selector.

In the following pages relating to duties and responsibilities, the term "Collection Specialist" is used interchangeably with "selector," "collection development librarian," "fund manager," and "curator," according to the specific context in which the term occurs.

II.B.2.e. User Sources

Users are an important source of information in the building of Library collections. In planning for the academic needs of the primary clientele (the faculty and students of the Berkeley campus), Collection Specialists should keep abreast of the research interests of the faculty they serve and be cognizant of the dissertation topics in progress. New interests of the faculty can serve as bellwethers for possible new courses. It is important to route publishers' brochures to faculty and encourage them to mark titles of personal interest. Book Purchase Recommendation forms are available at all public service points to anyone wishing to suggest that a book be ordered for the Library (sample in appendix); selectors should encourage their use.

Well before the beginning of each academic semester, the Library solicits reserve reading lists from the teaching faculty. Titles that are not already in the collection and are still in print are usually ordered on a RUSH basis so that they will be available for class reading assignments. Duplicate copies may be purchased in anticipation of very heavy use. The selector should be cautious in adding for reserve use additional copies of titles already owned by one or more General Library locations if the owning unit is willing to lend its copy for reserve use throughout a semester, or put the copy in its own reserve collection.

II.B.2.f. Unique or Unusual Sources for Collection Enrichment

The selection processes outlined above are designed to assure a regular flow of appropriate publications into the Library. In addition, opportunities occasionally arise for acquisition of unique or extraordinary materials by purchase or gift. Gift collections have often come to the Library as the fruit of good public relations on the part of faculty or staff. Collection Specialists, in consultation with faculty, should attempt to build a knowledge of private collections, particularly locally-owned collections, which might at some time be desirable acquisitions for the Library. Regular contacts with faculty and with appropriate antiquarian dealers can serve to alert the local academic and book community to Berkeley's areas of special collection interest.

The AUL for Collection Development and the Head of the Gift Division of the Acquisition Department should be consulted early in the negotiation process for any substantial gift collection. The importance of a collection for Berkeley's academic programs and the estimated amount of duplication with existing collections should be carefully assessed before gifts are actively solicited.

II.F. Services to Users

In addition to building collections, Collection Specialists provide a wide array of services to users of the General Library's collections, ranging from individual and group orientation sessions to selective dissemination of information regarding the Library's holdings and new acquisitions. Although the principal clientele for these services are UCB faculty and students, other groups--staff, visitors to the Library and persons who have entered into correspondence about particular aspects of the collections--often have recourse to selectors' expertise. As a publicly supported research resource, the General Library is committed to making its collections accessible to the general public, insofar as staffing permits and the services are not available through other agencies or public libraries. Selectors are encouraged to take the initiative in providing services to users as part of their responsibilities for stewardship of the collections. Some specific examples of these services are mentioned below.

II.F.1. Tours, Bibliographic Instruction, Orientations

Collection Specialists, as the experts concerning specific parts of the General Library's collections, are in an authoritative position to provide information to specialized user groups or individual scholars. Offers to teach sessions on specialized bibliography for specific courses should be made to teaching faculty through departmental meetings, letters to department chairs or other appropriate faculty, and personal contact. Orientations to the Library and to specific collections should be offered for new graduate students in a given discipline at the beginning of the academic year. More substantial teaching commitments require the prior approval of the selector's department head.

II.F.2. Individual Bibliographic Assistance

Similarly, Collection Specialists should communicate to faculty their willingness to provide specialized bibliographic assistance for individuals, particularly graduate students working on theses. Additionally, they are expected to provide assistance for specialized reference questions, even if their duties do not regularly include reference service.

II.F.3. Selective Dissemination of Information

Selectors, by virtue of their close contacts with teaching faculty and their extensive knowledge of collections and new acquisitions, can provide individual users with timely information concerning the Library's holdings or the appearance of new publications. Insofar as possible, selectors should anticipate faculty interest in the Library's holdings and attempt to communicate new title and other publication information in their fields. Since fund managers receive a monthly list of all newly-cataloged titles acquired on their funds, distribution of this list to interested faculty and other users is a useful way of publicizing the collections. Selectors are encouraged to produce selected and annotated accessions lists, another effective link to specific research programs and departments.

II.F.4. Exhibits and Displays

These are an effective way of promoting use of specialized resources or new books. Therefore Collection Specialists are expected to participate in the Library's exhibits program.

II.F.5. Newsletters

One useful method of communicating with users regarding new materials, Library policies, general information relative to the discipline, and other Library-related matters of interest, is to produce a brief occasional newsletter directed to specific user groups or information to be included in the newsletter of a department or organized research unit. An example of such a newsletter is reproduced in Section VIII of this manual.

II.F.6. New Developments and Technologies

The Library is in a period of rapid change as electronic storage and retrieval of information increasingly alter the nature of catalogs and services and begin to affect collections. Collection Specialists must be informed about the Library's developing systems and services and must be prepared to help their clients use the appropriate new technologies for their research and instructional needs. It is particularly important that all public service librarians learn to use the Library's online catalogs and other files efficiently and contribute to continuing programs of user education in this area. While not all Collection Specialists will themselves be skilled in searching the wider array of electronic data available through commercial vendors and special files, all must be alert to the

development of databases in their fields of responsibility and able to advise users regarding possible sources of information.

The proliferation of widely available textual and numeric databases poses a variety of problems for the Collection Specialist. The Collection Development Policy Statement, Preliminary Edition, January 1980, states in part: "Recorded information that meets the instructional and research needs of the Berkeley academic community is by policy appropriate for inclusion in the collections, regardless of form or language. Policies as encompassing as this one, however, are subject to pragmatic adaptations...." (p.7) It later (p. 10) adds: " The challenge of computer data tapes and data archives for research collections has not yet been addressed by the Library. The relevance of these materials to the Library's mission must be explored with the campus Office of Computing Affairs and other concerned departments. The question of Library support for computer-assisted instruction also remains to be considered." At the time of writing of this present Guide (Fall 1986), the Collection Management and Development Committee has appointed a subcommittee to draft a policy statement for machine-readable data files, instructional software, etc. This statement will be incorporated in the projected revision of the Collection Development Policy Statement.

Whatever the policy adopted, it is clear that Collection Specialists will have to identify sources of information regarding available databases in their fields, to consult regularly with faculty and student users to determine the needs of Berkeley scholars for electronic information sources, and to decide what level of access (e.g., whether to own a data file or to obtain access to a vendor's file) is required to meet those needs.

UNIVERSITY OF CALIFORNIA, BERKELEY

POST OR CIRCULATE

University of California
General Library/Berkeley
3 September 1985

GENERAL LIBRARY VACANCY LIST No. 441

The following positions will be available in the General Library at Berkeley. Current library staff who are interested in these opportunities for transfer or promotion are invited to inquire at the Library Personnel Office, Room 447 Library or telephone extension 2-3778. Applicants for professional positions should apply at the Library Personnel Office. Applicants for staff positions who are not currently employed by the General Library should apply at the Campus Personnel Office, 2539 Channing Way.

ACADEMIC POSITION

Collection Development & Reference Services Department

HISPANIC LIBRARIAN

CLOSING DATE: 10/31/85

Assistant Librarian or Associate Librarian
$22,224-$28,428 or $27,156-39,108 per annum salary range

The Collection Development and Reference Services Department (CDRS) is responsible for the development of Main Library collections, including materials in the humanities and social sciences, and broad interdisciplinary works in the sciences, to support Berkeley academic programs; and for the provision of reference and instructional services to users of those collections. The Department operates the Library's General Reference Service and Catalog Information Desk and supervises the Art History/Classics Library Service, the South/Southeast Asia Library Service, The Morrison Room browsing collection, and the Hunanities Graduate Service. Staff includes 18 librarians, 7 career support staff, and student assistants. Librarians are expected to adapt to changing needs and responsibilities of the General Library and contribute to General Library and University service, and are encouraged to be active within the profession and to pursue independent scholarly interests.

RESPONSIBILITIES: The Hispanic Librarian manages and develops the Library's Spanish, Portuguese, and Latin American collections; provides reference service to users of those collections; and serves as a Library liaison to the faculty and graduate students in the Spanish and Portuguese Department and the Center for Latin American Studies.

Collection Development and Management: Managing a book fund of approximately $60,000, selects works published in Spain, Portugal and Latin America, and Spanish and Portuguese works published in Europe and North America for the Main Library collections and, in consultation with the Documents Department, for the Government Documents collections. Coordinates collecting activities with those of The Bancroft Library to build complementary Latin American collections. Cooperates with Stanford University in achieving the collection goals of the joint Stanford Berkeley Library Cooperative Program, and with other institutions in cooperative library projects. Consults regularly with faculty associated with the Spanish and Portuguese Department and the Center for Latin American Studies to insure appropriate support of academic programs.

Maintains the Spanish, Portuguese, and Latin American collections through regular evaluation, identifying material for storage, weeding, filling gaps, and reviewing materials to recommend appropriate action for preservation. Works closely with the Romance Languages Section of the Acquisitions Department, which provides support staff for acquisition functions. Advises on such matters as dealer selection, and establishment of exchanges. Reviews receipts on exchange and blanket order programs; advises Main Library and branch colleagues and technical services staff regarding Hispanic materials.

Reference and Instructional Services: Initiates innovative programs to inform faculty and graduate students about developments that affect their disciplines and that have an impact on their access to collections: new interdisciplinary reference sources and publishing trends, new databases, applications of modern technologies to instruction and research activities, changes and developments in the Library's cataloging and circulation system.

Provides reference service and bibliographic assistance to users of Spanish, Portuguese and Latin American collections. Participates in library instructional program, such as graduate and faculty seminars, classroom instruction, library tours, extended bibliographic service, compilation of bibliographies. Shares with others in CDRS provision of services to the broader Library clientele through service

 continued on reverse

Hispanic Librarian, Collection Development & Reference (continued)

at the General Reference Desk, Catalog Information Desk, and library orientation programs, as well as by writing texts of library orientation publications. When orientation in CDRS is complete, assumes some reference responsibilities in Government Documents Department. Serves the Library and the campus through committee work and other means as opportunity and abilities suggest.

QUALIFICATIONS: Graduate degree from an accredited library school. Substantial graduate work in Spanish or Latin American studies required; advanced degree desirable. Very good reading and speaking knowledge of Spanish, reading knowledge of Portuguese required; other European languages useful. Broad knowledge of cultural, historical, and social patterns in Latin America and the Iberian Peninsula. Demonstrated knowledge of academic organization, scholarly institutions, publishing and book trade in those areas. At least two years relevant experience in an academic library highly desirable.

Understanding of and interest in current developments in research libraries, including systems of bibliographic access. Familiarity with computerized literature searching. In particular, knowledge of applications of modern technologies to support reference, instruction, and research activities for scholars in Spanish and Portuguese, and Latin American Studies, and ability to provide leadership in inaugurating services based on these technologies. Willingness to participate in innovative approaches to collections and service needs of the library's clientele. Pleasant approachable manner. Ability to communicate effectively in speech and writing. Initiative; adaptability; ability to work independently and collegially. Demonstrated commitment to public service. Some night and weekend work required.

For collective bargaining purposes: This position is a member of the bargaining unit which is currently represented by the University Federation of Librarians University Council--AFT.

Position available: 1 January 1986 or as soon thereafter as possible.

POST OR CIRCULATE

University of California
General Library/Berkeley
17 June 1985

GENERAL LIBRARY VACANCY LIST No. 431

The following positions will be available in the General Library at Berkeley. Current library staff who are interested in these opportunities for transfer or promotion are invited to inquire at the Library Personnel Office, Room 447 Library or telephone extension 2-3778. Applicants for professional positions should apply at the Library Personnel Office. Applicants for staff positions who are not currently employed by the General Library should apply at the Campus Personnel Office, 2539 Channing Way.

ACADEMIC POSITIONS

HUMANITIES LIBRARIAN

Collection Development & Reference Services Department

Associate Librarian
$25,692.00 to $36,996.00 per annum salary range

The Collection Development and Reference Services Department is responsible for the development of Main Library collections, including materials in the humanities and social sciences, and broad interdisciplinary works in the sciences, to support Berkeley academic programs; and for the provision of reference and instructional services to users of those collections. The Department operates the Library's General Reference Service and Catalog Information Desk. Staff includes 18 librarians, 7 career support staff, and student assistants. Librarians are expected to contribute to General Library and University service, and are encouraged to be active within the profession, and to pursue independent scholarly interests.

RESPONSIBILITIES: The Humanities Librarian manages and develops the Library's English language humanities collections and serves as a Library liaison to the faculty and graduate students in the humanities departments.

As one of a four member team of English language selectors who together are responsible for the expenditure of more than $250,000, the Humanities Librarian selects current and retrospective materials in English and American literature, linguistics, comparative literature, journalism, rhetoric, dramatic art, film studies, dance, folklore, religion, and philosophy. Is expected to develop innovative programs to inform the humanities faculty and graduate students about developments that affect their disciplines and that have an impact on their access to collections: new interdisplinary reference sources and publishing trends, new databases, applications of modern technologies to instruction and research activities, changes and developments in the Library's cataloging and circulation systems. Maintains close consultation with the faculty in humanities departments in order to keep informed of their instructional and research needs. Is responsible for developing the English literature and Modern Authors Project reserve collections in the Library's Humanities Graduate Service.

Maintains the humanities collections through regular evaluation, weeding for storage or discard, and examination of materials to recommend appropriate action for preservation. Works closely with the English language section of the Acquisitions Department and with the Gifts and Exchange Division.

Provides reference service and bibliographic counseling to users of the library's English language humanities collections. Participates in library instructional

continued on reverse

Humanities Librarian (continued)

programs such as graduate and faculty seminars, classroom instruction, library tours, exhibits, Graduate Bibliographic Service, and the compilation of bibliographies. Initiates special services to assist students in the Humanities fields. Provides reference services to the broader General Library clientele through service at the General Reference Desk, Catalog Information Desk, and occasional library orientation programs, as well as by writing texts of library orientation publications. Services the Library and the campus, as opportunities and abilities dictate, through membership on advisory committees, task forces, and other means. Adopts shifts in responsibilities as the needs of the Department and the Library change.

QUALIFICATIONS. Graduate degree from an accredited library school and graduate work (advanced degree desirable) in a Humanities discipline with a strong background in English or American literature required. Good familiarity with computerized literature searching desirable. Broad interests and understanding of current developments in literary scholarship and research libraries, especially systems of bibliographic organization and access. Knowledge about applications of modern technologies to support reference, instruction, and research activities for scholars in Humanities fields, and ability to provide leadership in inaugurating new services based on these technologies. Willingness to participate in innovative approaches to collections and service needs of the library's clientele. Pleasant approachable manner. Ability to communicate effectively in speech and writing. Initiative; ability to work independently and collegially. Demonstrated commitment to public service. Must be available for occasional night and weekend work as the department's schedule requires.

Position available: 1 October 1985 or as soon thereafter as possible.

UNIVERSITY OF NOTRE DAME LIBRARIES

POSITION TITLE: Library Liaison Officer/Selector for _____

RESPONSIBILITIES:

Responsible to the Assistant Director for Collection Development for 10 hours per week devoted to liaison/selection responsibilities. Responsible, in cooperation with members of the Teaching and Research Faculty in the _____, for the selection of materials in _____ consistent with the collection development policies of the Library. Responsible for serving as Liaison between _____ _____ and the Library. Responsible for advising the Assistant Director for Collection Development and other responsible parties within the Library on the quality, adequacy and physical condition of the _____ collection.

STATEMENT OF DUTIES:

Screens incoming purchase orders in _____ regularly and requests approval plan claims as necessary.

Reviews, in a timely fashion, incoming approval, gift and bulk purchase materials for their appropriateness for the collection, consulting members of the Teaching Faculty.

In cooperation with members of the Teaching Faculty, and using suggestions from users, selects necessary current and retrospective materials in _____.

Advises the Assistant Director for Collection Development on funding requirements for the _____ collection and monitors the use of the _____ allocation.

As required, assists _____ in formulating, monitoring and revising collection development policies and approval plan profiles consistent with the overall collection objectives of the Library.

Maintains sufficient contact with the students and faculty in order to be familiar with programs and the library needs for teaching and research in _____.

As availability of time and support staff permit, conducts collection assessment and review for preservation purposes.

September 1983

OMS
System and Procedures Exchange Center

Printed Communication, Fact Sheets, & Newsletters
(Selected Sections)

FREQUENCY OF FACULTY NEWSLETTERS
(From SPEC On-Demand Survey)
10/86

38 of 74 respondents indicated they
have a faculty newsletter

FREQUENCY = 10X per year

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	10X	2	KENTUCKY

FREQUENCY = 12X per year

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	12X	8	CALIFORNIA, IRVINE
YES	12X	15	SUNY, BUFFALO

FREQUENCY = 1X per year

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	1X	NA	WISCONSIN

FREQUENCY = 2X per year

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	2X	4	ARIZONA STATE
YES	2X	8	BROWN
YES	2X	6	COLORADO
YES	2X	4	HAWAII
YES	2X	4	IOWA
YES	2X	16	NEW YORK UNIVERSITY
YES	2X	1	PRINCETON
YES	2X	6	SOUTHERN ILLINOIS

YES	2X	8	TEXAS

FREQUENCY = 3X per year

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	3X	4	CALIFORNIA, LOS ANGELES
YES	3X	4	CORNELL
YES	3X	4	MICHIGAN STATE
YES	3X	10	OHIO STATE
YES	3X	4	OREGON

FREQUENCY = 4X per year

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	4X	10	ARIZONA
YES	4X	8	CALIFORNIA, SAN DIEGO
YES	4X	8	COLUMBIA
YES	4X	8	MINNESOTA
YES	4X	8	MISSOURI
YES	4X	4	NEBRASKA
YES	4X	6	NOTRE DAME
YES	4X	4	ROCHESTER
YES	4X	12	TENNESSEE
YES	4X	4	WAYNE STATE

FREQUENCY = 50X per year

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	50X	5	SUNY, ALBANY

FREQUENCY = 6X per year

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	6X	4	TULANE

FREQUENCY = 8X per year

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	8X	4	CALIFORNIA, RIVERSIDE

YES	8X	4	MIAMI
YES	8X	4	NORTH CAROLINA

FREQUENCY = IRR

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	IRR	4	HOUSTON
YES	IRR	6	IOWA STATE

FREQUENCY = NA

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
YES	NA	NA	NORTHWESTERN
YES	NA	NA	VIRGINIA

FREQUENCY = OTH

NEWSLETTER	FREQUENCY	PAGES	LIBRARY
OTH	OTH	OTH	EMORY

THE GENERAL LIBRARY

FACULTY NEWSLETTER

UNIVERSITY OF CALIFORNIA, BERKELEY
JOSEPH A. ROSENTHAL, UNIVERSITY LIBRARIAN
NUMBER 15, SEPTEMBER 1986

THE CATALOG: ANOTHER STEP FORWARD

"What revolution is, call it progress;
what Progress is, call it tomorrow."
--Victor Hugo

A quiet revolution is underway in the General Library. It will affect the way you use the libraries this year and in the future.

Since 1979, when the Library "closed" its card catalog (stopped producing and filing cards), you've been using two catalogs--one on cards, one on microfiche--side-by-side.

Now the online catalogs are joining the cards and microfiche as part of Berkeley's **primary** catalog system.

Beginning at the end of calendar 1986, you will need to search in one or more of the Library's three interdependent catalogs. These are:

- the card catalog
- the microfiche catalog (containing the on-order and in-process file), and
- the online catalogs, known as GLADIS* and MELVYL®**.

GLADIS has been made possible because, for over a decade, all of the Library's catalog records for newly acquired materials have been in computer-readable form.

Among GLADIS's special features is that it contains circulation and storage information for Main Library materials. Currently we are working on extending the circulation system and adding special displays that will show detailed holdings. Another advantageous feature is that GLADIS is a single database, with all formats interfiled.

GLADIS terminals will be available in all library locations. MELVYL will still be available for learning what is available on other UC campuses.

continued next page

* The General Library Automated Database and Information System is the database--containing over 1.5 million Berkeley records--that will become Berkeley's own online catalog.

** The nine-campus MELVYL Online Catalog now contains over 3 million records from UC's nine campus libraries.

ALSO IN THIS ISSUE:

- HUMANITIES DATABASES ONLINE
- CONSERVATION IN THE NEWS
- STUDENT RESEARCH SKILLS BUILT
- BOOK BUDGET
- SOME WINNING PROPOSITIONS
- COPYRIGHT GUIDELINES

LIBRARY INSTRUCTION BUILDS RESEARCH SKILLS

If students are to become critical thinkers and fully literate by the time they graduate, they must be "*information*-literate." In a world where technology is changing as never before, and where the publishing universe is expanding just as fast, students need to learn how to cope with the changes taking place in how we acquire and use information.

ASSIGNMENT PREPARATION

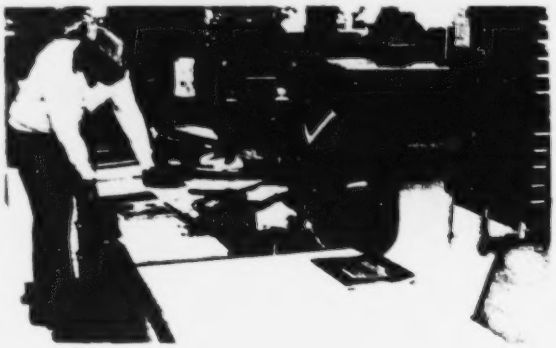
Moffitt Library has a number of programs to help your students benefit from this evolving information universe. Librarians at Moffitt are prepared to visit your classrooms or to welcome classes into the library to provide instruction in using information resources. A librarian will consult with you about creating library-related assignments that integrate elements of information literacy into coursework.

TPAS

If you regularly assign term papers, you can improve the quality of your students' work by referring them to the Term Paper Advisory Service run by the Moffitt reference librarians. Students make individual appointments with Moffitt librarians who acquaint students with the array of available information resources, and work with them to plan effective search strategies for approaching a subject.

CATALOG INSTRUCTION

Only 45% of Cal's entering students have used a computer, so we can't expect them to know how to use our online catalogs. Now that virtually all of Moffitt's bibliographic records are in machine-readable form, and represented in MELVYL and GLADIS, instruction will be focused increasingly on training students to exploit the new flexible catalogs to their fullest. Several times a week, 45-minute online-catalog demonstrations are given in the Main and Moffitt libraries.



DO-IT-YOURSELF SEARCHING

Along with traditional methods of retrieving periodical articles, Moffitt now also teaches students to do their own online computer searching in several social science, humanities, and science literature databases. This service is currently being offered at no cost to students.

YOUR HELP NEEDED

Parallel with the recent push to integrate speaking and writing skills into the campus curriculum is an effort to promote information literacy. Moffitt has reached thousands of students through its instructional programs. But there are always thousands more who are missed and who do not know how to locate and retrieve the information they need. Help us help them.

FACULTY SEMINARS ON RESEARCH RESOURCES IN THE LIBRARY

There are still a few spots left for LIBRARY UPDATE 1986 sessions. Offerings this year include ARTFL (see page 7 of this newsletter), Databases in the Sciences and Engineering, Computerized Data for the Social Sciences, "Where Did I Put That Paper? Managing Your Reprint Files," and "Do-It-Yourself Searching." Whether you're working in the humanities, the sciences, or the social sciences, there's a session for you in using computers to find information, organize it, and retrieve it. For more information, call Carol Whitehurst, 2-3773.

WINNING PROPOSITIONS, *continued*

This computerization project means that information about our research collections, which have always served as a back-up service for the information needs of the citizens of California, will be more accessible to local library patrons in 45 northern California counties.

Using a computer terminal, a librarian at one of the regional libraries will be able to find out if Berkeley has a book and order it for a patron once all other potential sources have been checked. UC's catalogs will be checked last because top priority for campus library use remains with Berkeley faculty and students.

A portion of project funds (totalling $183,000 last year and $106,175 in the coming year) will support conversion to machine-readable form of bibliographic records for books in subject areas most often needed by non-campus scholars.

This aspect of the project will benefit the campus by streamlining campus library use, in some cases speeding up retrieval of stored material by up to two days.

GREEK, *continued*

Very little training is required to use the system. Users who are not already familiar with the Macintosh can learn enough in thirty minutes to begin and end a session with TLG. Users may either learn special TLG commands or use a single command to begin an interactive program which leads the user step-by-step through a search. Training sessions are available.

Purchase of TLG data and workstations has been financed with campus computing funds awarded to the Department of Classics. There will be no cost to users except a nominal fee for printing.

Professor Donald Mastronarde, acting chairman of Classics, is available to answer questions. He may be reached at 2-6028.

FRENCH, *continued*

system from campus offices or home. Additional costs, such as the moderate online and telecommunications fees, must be paid by departments or individual users. Training is available. Telephone James H. Spohrer at extension 2-0956 for more information.

THE *FACULTY NEWSLETTER* IS ISSUED PERIODICALLY BY THE GENERAL LIBRARY, UNIVERSITY OF CALIFORNIA, BERKELEY. COMMENTS AND QUESTIONS ABOUT ITEMS IN THE NEWSLETTER ARE WELCOME AND MAY BE ADDRESSED TO MARY JANE PORTER , EDITOR, 245 MAIN LIBRARY, 642-3773.

Faculty NEWS
from the UCLA library

Volume 1, Number 1 Spring Quarter 1986

NEW STACK ANNEX TO OPEN IN NOVEMBER

Speed, Access, Conversion Rate Way Up

ORION SYSTEM VASTLY IMPROVED

URL — ORION speed, access and retrospective conversion rate have all greatly increased this quarter, according to Gloria Werner, Associate University Librarian for Technical Services.

"The Orion system is our homegrown online Information system," she explained. "It lets users know what materials the library owns, or has on order, and provides holdings and location data for all campus libraries."

Werner summed up recent improvements as follows:

• The new central computer (an IBM 3090) has upped the public access terminal response time to near instantaneous;

• The number of dedicated ORION public access terminals has gone from 15 to 26, which means that each library unit has at least one and the larger two or more;

Getty Aid

• The conversion rate of older catalog cards is soaring due to an influx of funds from the Getty Trust, and to state money

Continued on page 3

Idea Came from Senate Panel, Shank Says

NEW PUBLICATION TO BRIDGE DATA GAP

URL — The Faculty News is our attempt to communicate timely library information to the UCLA faculty, Russell Shank, University Librarian, said recently.

"The idea came out of lengthy discussions in Faculty Senate Library Committee meetings. Over the past year or so, it has come home to me that we're doing a lot of things the faculty never hears about or hears about too late.

"Bernice Wenzel, committee chair, deserves a lot of credit for pursuing the

Continued on page 4

LIBRARIANS TO SEEK FACULTY AID IN BOOK DECISIONS

URL — University Librarian Russell Shank has announced a November 13 opening date for the Southern Regional Library Facility (SRLF), known colloquially as the new stack annex.

The building will be located at Gayley and Veteran Avenues in Westwood. It will replace a rented storage space in Inglewood, California, where the library presently stores 800,000 little-used volumes.

"The opening of the SRLF will have considerable impact on the library collections," he said, "because we will be sending more than one million additional volumes from our open stacks to this new facility. That means we have to make a lot of decisions about what to send.

Naturally, the faculty will be asked

Continued on page 3

LISTINGS

Events

NLM CHIEF TO TALK. Donald A.B. Lindberg, M.D., director of the National Library of Medicine, will give a talk on NLM's long range planning at the UCLA Faculty Center June 9 at 4:30 p.m.

There will be a receipion in the California Room after the talk, hosted by the UCLA Biomedical Library and the Medical Library group of Southern California and Arizona.

BOWERS ON BIBLIOGRAPHY. Fredson Bowers, editor, author and professor at the University of Virginia, will speak on "The Textual Editor as Mediator," May 22 from 3 to 5 p.m. in room 300F, Powell Library. The event is sponsored by the Graduate School of Library and Information Science.

Milestones

SHELVING UP TO SPEED. The irritating delays in reshelving URL books have finally been eliminated through a combination of improved training and increased hiring of student help, Claire Bellanti, head of Circulation , said recently.

"We're meeting our turnaround goal, that is, a book is back on the shelf within 24 hours of being turned in, or picked up inside the library," she said.

ART RECORDS ON ORION. Cataloging records for more than 90 percent of the Art Library collection have been converted to the ORION system, Joyce Ludmer said.

"We owe this tour participation in a retrospective conversion contract with the Getty Trust, she said.

Novelties

PHYSICS HEP TO SLAC. The library catalogs of the Stanford Linear Accelerator Center (SLAC) may now be searched on line at UCLA, according to Wally Pegram, Head, Physics Library. Access is provided through the SPIRES database, which also permits perusal of the High Energy Physics (HEP) files of preprints, conference proceedings, books and institutions.

JAPAN TECHNICAL DATA. A new indexing service provides English summaries of articles in more than 700 Japanese technical and business journals, according to Karen Andrews, Head, Engineering and Mathematical Sciences Library (EMS).

It is called Japanese Technical Abstracts (JTA), she said. It will be kept in the Reference Abstracts and Indexes area of the EMS library.

New Publication:

Continued from page 1

concept of a new publication. We have newsletters galore, and the *UCLA Librarian*, but nothing quite filled the bill.

"We were looking for a newsy format, something that could compete with all the other publications on a professor's desk, and get our message across quickly.

"So we opted for something that looks like a newspaper. We've made free use of large type, so that it can be scanned quickly. We've kept the stories short, simple and to the point. If there is an important secondary point in a story, we use some eye-catching device to draw attention to it."

Shank said the faculty newsletter idea has been making the rounds of most UC campus libraries.

"I've seen what they are doing at two or three other places, but they all struck me as being sort of pallid-looking. The stories were often stodgy. I'm referring now to style rather than substance.

"The Faculty News is really an exercise in style, a way of viewing the information coming out of the library, and then a way of packaging it. In that sense, it is a big departure for us. We are used to dealing with substance, and letting the style take care of itself. As a profession, we librarians are burdened with detail, so we often project an image of complicated — even intimidating — dullness. For once we'll play against that type-casting.

Story Sources Given

"Also we sometimes forget that we've part of a huge bureaucracy that confers anonymity on its functionaries. It can be very tough for an outsider to crack that seamless façade, and get to the right person. Consequently, we've taken pains to see that each story in the News comes from a definite source.

"When faculty members want more information on a particular item, they are halfway home if they have a name, title, and location."

Deadlines

COLLEGE RESERVES. The deadline for faculty to submit reserve book lists for the fall quarter is coming up June 15, according to Thomas Fry, head the the College Library.

GRADUATE RESERVES. The deadline for fall graduate reserve reading lists has been set for July 7, according to Meredith Lyon, supervisor of the Graduate Reserve Desk.

Faculty News from the UCLA Library is produced at least once an academic quarter in the Library Administrative Office, University of California Library, Los Angeles 90024. Please direct all comments and inquiries there. Phone 825-1201.

EDITOR
Patrick Coyle

University of California
Faculty News from the UCLA Library
Administrative Office
University of California Library
Los Angeles, California 90024

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UNIVERSITY OF COLORADO

Spring 1986 • Vol. I, No. 2

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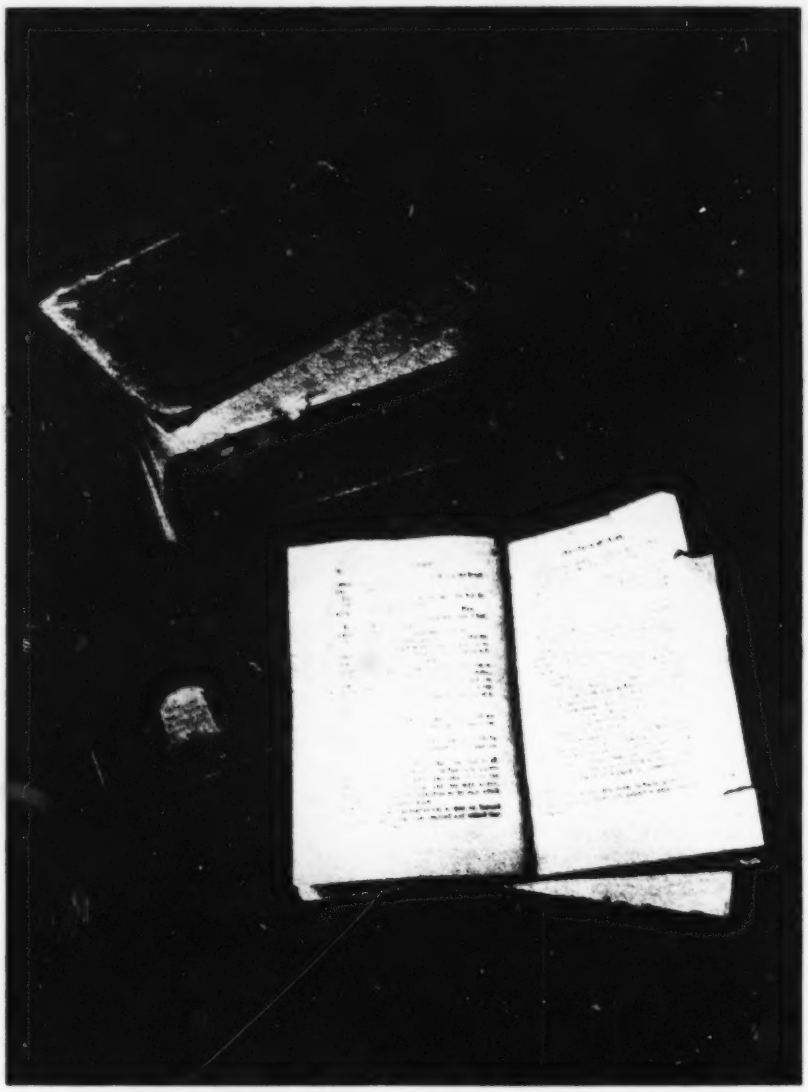
From the University of Colorado Libraries

Preservation and Conservation of Library Materials



A major issue concerning the maintenance of the Libraries' printed collections is physical deterioration resulting from chemical and environmental conditions. Much of the paper used by publishers throughout the last 130 years is disintegrating because of high acid content, and most modern paper, because of its chemical composition, is not expected to last longer than fifty years.

Books printed on acidic paper and subjected to normal wear in library collections often show signs of irreversible deterioration in a few decades and will eventually become useless. The paper in most of those books will become inaccessible unless their texts are reproduced.

This statement from *The Interim Report* (July 1985) issued by the Council on Library Resources' Committee on Preservation and Access describes one challenge and obligation facing research libraries today.

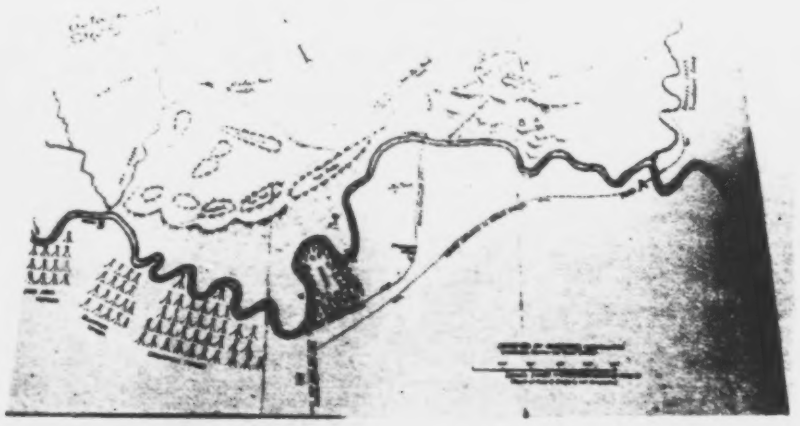
Preserving original materials or transferring them to other formats will be an almost overwhelming project and cannot be undertaken only in a single institution. Long-term alternatives include purchasing new materials on non-acidic paper; mass deacidification projects for materials that must be preserved on original formats; and using secondary formats, such as microforms or optical discs, when the original may be replaced. These are, however, primarily future possibilities rather than present solutions. Materials published on non-acidic paper are few; deacidification is experimental and technically and chemically complex. Microformats involve the quality, availability, and copyright of the original materials and have preservation considerations as well. Optical disc storage is in experimental stages at the Library of Congress, with unresolved questions about disc and data longevity, copyright, and bibliographic access to contents.

Solutions to preservation problems, therefore, will be labor intensive, expensive, and found in national and regional cooperative programs, such as the Association of

of the territories of the West.

A recent acquisition is the Augusta Hauck Block Collection whose contents describe the settlement of Boulder County in the mid-1800's. These collections are just a brief sample of what is available; over 700 manuscript collections of varying sizes also exist. Most of these are described in *A Guide to Manuscript Collections*, 1982, which can be obtained from the department. Other guides and inventories provide additional access.

The staff of the Western Historical Collections is also responsible for maintaining the University Archives, which collects copies of all publications issued by this institution and files from administrative, academic and service units. University Archives contains working files organized in the following groups: Central Administration including the Regents' materials, Academic Records, Student Activity Records, Research Unit Records, Faculty Publications, Financial Records and Library Records. Also included are more than 25,000 photographic images.

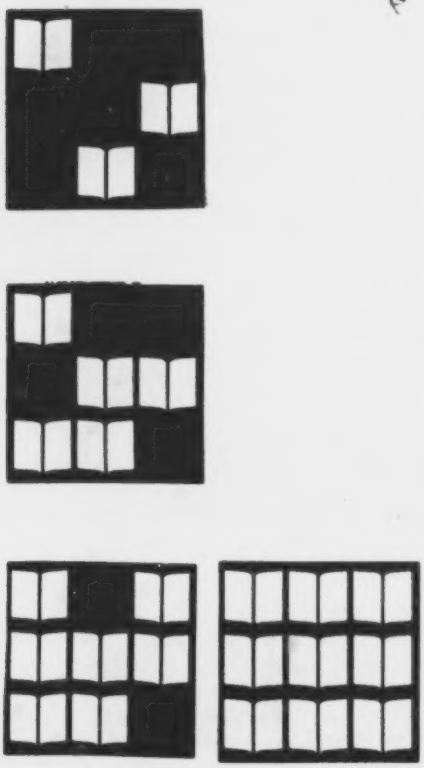


A map detailing a portion of the Custer battlefield as described by W. M. Camp. From the William Carey Brown Papers, Western Historical Collections.

The Western Historical Collections continually seeks new acquisitions appropriate to the department's historical focus. Donations of books written by faculty are encouraged. The Department is open 10:00 a.m.-5:00 p.m., Monday through Friday.

For more information on the resources and services of the Western Historical Collections, stop by or call x7242.

By John A. Brennan,
Curator, Western Historical Collections



Finding Information on Interdisciplinary Topics

Libraries arrange and preserve information in order to make it accessible to the scholar, reader, and user. Most libraries use some sort of subject-related classification system, so that materials on the same subject will be next to each other on the shelf. This ideally allows the researcher to find all the material on a single subject in one location. Some academic disciplines are easy to identify and place in their appropriate categories. All the books on a certain kind of animal, for example, will usually be on the shelf together. In other situations, however, the complexity of a book's subject *or* subjects makes simple classification impossible and library materials do not appear where the researcher might expect.

Computer science, a relatively new field, is a good example of the complexity of research in an interdisciplinary field. Its literature is growing rapidly, and the subjects covered and their orientations are changing rapidly as well. At first, published material concerned the design of machinery, or the hardware, and was considered an engineering problem. Thus, a large collection of computer science material is in the Engineering Library. There, *Computer and Control Abstracts* is used to help researchers find information in journals which deal with the computer technology and equipment.

Computer science also involves a great deal of mathematics, particularly in the design of machine functions. Information on programming, software programs, or the numerical analysis capabilities of computers is found in the Math/Physics Library. Along with their card catalog and PAC, they have a copy of *Computer and Control Abstracts* which provides access to special aspects of the computer science field.

Today, computers have applications in almost every field. A primary application has been in business, where specially designed

software is used to do financial forecasting, accounting, and a wide variety of other activities. The Business Library has a collection of materials on these subjects. There, a heavily used reference work is *Computer Literature Index* which indexes journal articles about computer applications.

The field of artificial intelligence is another example of the interdisciplinary nature of computer science. It is concerned with psychology, biology, and computer science. Books on artificial intelligence are found in Norlin's Science Library, which also has a large microfiche collection entitled *Artificial Intelligence Memoranda* that includes materials from laboratories at Stanford and the Massachusetts Institute of Technology. It has its own index. In addition, books and articles on very specific computer uses are found in the Music, Law, and Earth Science Libraries as well as in Norlin Library.

While it can be frustrating to researchers to have material on a subject like computer science in different areas, there are reasons for it. The historical development of the field dictated some of the placement of materials, as did the University's curriculum and the book orders placed by faculty and librarians. When searching for information on interdisciplinary topics, there are several helpful hints to remember. The best place to search for current monographic titles is the online public access catalog (PAC). Materials for all branches are entered here regardless of location. Individual card catalogs located in branches DO NOT reflect the holdings of other library branches or the main library. The only complete card catalog in the system is in the Reference Department on the first floor east of Norlin. PAC will also allow you to search words that are found in book titles, contents notes, series names, and subject headings.

It is important not to limit your search to material in one branch. Try to determine related areas that could be explored. In the computer science field, at least four branches and library areas have indexes or abstracts that provide access to this subject. It is even harder to predict the location of a journal article, because most journals have articles which cover several subject areas or several aspects of one subject. If you have not located the material you need, DO ask at the reference desk for assistance. Library faculty and staff will know how to approach your subject and may be able to save you much time and frustration.

In the Libraries, there are many examples of literature that cannot be easily classified into just one subject area. Dance is such a field because it involves kinesiology, psychology, nutrition, and recreation. Telecommunications is also interdisciplinary, in part because of its rapidly changing technology which involves many different subject areas. Human knowledge can no longer be packaged in discrete containers that can be arranged like a neat supermarket shelf. Increasingly, faculty and students need to broaden their research techniques by using more of the Libraries' collections than they previously have. The rewards will be better awareness of available information and more creativity in the use of that information.

By Susan Anthes,
Science Library

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from the University of Colorado Libraries
Boulder, CO 80309-0184

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Allison Cowgill, Editor
Campus Box 184

Photographs by Tim Lucas

University of Delaware

LIBRARY FACT SHEET
September 1986

THE UNIVERSITY LIBRARY
OFFICE OF THE DIRECTOR
NEWARK, DELAWARE 19717-5267

(302) 451-2231

The University of Delaware Library includes the Hugh M. Morris Library, where the main collection is housed, three branch libraries located on campus, the Agriculture Library, the Chemistry Library, and the Physics Library and a fourth branch, the Marine Studies Library, in Lewes, Delaware. The library's collections parallel the University's academic interests and support all disciplines. Books, periodicals, microforms, government publications, computer data bases and software, maps, manuscripts, and media provide a major academic resource for the University of Delaware, the surrounding community, and state, and the nation. Library staff members provide a wide range of services, including computerized literature searches, reference assistance, circulation, interlibrary loan, instructional programs, and assistance to the visually impaired.

Library Hours of Service

Call 302-451-BOOK for library hours of both the Morris Library and branch libraries. The Morris Library is open a total of 106 1/2 hours a week.

Regular semester hours for the Morris Library are:

Monday - Thursday	8:00 a.m. - 12:30 a.m.
Friday	8:00 a.m. - 10:00 p.m.
Saturday	9:00 a.m. - 10:00 p.m.
Sunday	11:00 a.m. - 12:30 a.m.

Hours during holidays and intersessions vary.

New Morris Library Building

A major expansion and renovation of the Morris Library, originally opened in 1963, was begun in 1983 and completed in the fall of 1986. The new building provides seating for approximately 3,000 and book stack space for growth into the foreseeable future. It also provides special purpose space for computer-based systems; direct access to various computer facilities for library users; a periodical reading room for current issues of the over 20,500 journal subscriptions to which the library subscribes; a large reserve reading room; the capacity for small group study without disruption to those who wish to work in relative solitude and relative quiet; a handsome Special Collections area including an exhibition room and reading room associated with a controlled environmental system for rare materials; small research studies

which faculty may reserve; a microcomputing center, special equipment and areas to assist the visually impaired, a media area and viewing room and many other areas and services.

The building was funded through a special cooperative arrangement with the State of Delaware whereby the State provided $9,000,000 and the University of Delaware provided $6,000,000 through a private capital campaign for a total of $15,000,000.

DELCAT

A new online catalog called DELCAT is being implemented in the fall of 1986. DELCAT will contain the same kind of information as is in the card catalog and will provide access to approximately 600,000 items by author, title and subject. Gradually, the rest of the collection will be entered into DELCAT. In 1987 DELCAT is expected to include online circulation and on-order information as well.

Size of Collections (1985/86)

Books and Periodicals	1,700,000
Periodical Subscriptions	20,500
Government Publications	400,000
Microforms	1,200,000
Maps	90,000

* * * *

Call 302-451-BOOK for library hours . . . Call 302-451-BOOK for library hours

UNIVERSITY OF KENTUCKY

LIBRARY NEWS

January 1986 Vol. 3 No. 5

LS/2000 UPDATE

LS/2000 is "live" in King Circulation, and three public access terminals for online catalog searching are operational in the King Reference Department. The online database includes approximately 375,000 titles acquired since 1974. A group of records covering 30,000 new titles acquired between June 1984 - June 1985 and some 60,000 retrospective conversion records (pre-1974) are now in the process of being added to the database and will bring the record total to nearly 400,000 by early 1986. Since June 1985 the Cataloging Department at King has been adding all cataloging records into the LS/2000 database directly. The associate libraries Agriculture, Law, and Medical Center are also adding their cataloging to the online database. We plan to have online records for some 90% of the total libraries collections by the end of the 1986/87 fiscal year. The database should then contain over 800,000 records. At that time, approximately 25 terminals will be installed in the Reference Room. For those of you who have not yet experienced using LS/2000, we encourage you to try it! The public terminals in the Reference Department are equipped with guides for using the system. We are finding that library patrons are, for the most part, picking up the basics with little or no staff intervention. The Planning Committee will be working on more formal training programs, but everyone should be able to gain basic familiarity with LS/2000 via the self-instruction guides. The card catalog will remain a viable tool supplementing the online catalog as long as there remain records in it which are not in the online catalog. As soon as possible, however, the card catalog will be "frozen." That is to say, no new entries will be filed for titles which are represented in the online catalog. Branch library installation of LS/2000 will begin in early 1986. The first step is site preparation, including both electrical and communications wiring. Branches will actually begin to come up "live" with LS/2000 mid-year. Future subsystems will add acquisitions and serials control to the LS/2000 integrated system.

REMOTE ACCESS TO THE LS/2000 ONLINE CATALOG

Access to the libraries' new online catalog from places outside the UK Libraries will be technologically possible. Please help us to serve you better by answering the attached questionnaire. Is remote access desirable? If yes, how should we design this capability? We would like to hear from you about your desires and needs. Thank you in advance for helping us by completing the questionnaire; please note the February 28 deadline.

LIBRARY INSTRUCTION FOR YOUR STUDENTS

As in previous semesters, we encourage you to bring your class(es) to the library for an introduction to research materials and indexes relevant to their subject and assignments. The Reference Department of King Library will present library use instruction to classes from the freshman level through graduate seminars. The presentation can be tailored to the specific project or paper assigned to the class or can be a more general introduction to library research and materials. A series of assignments, both written and computerized, is available for hands-on experience. A series of annotated bibliographies of research materials in over 25 broad subject categories is available for distribution to appropriate sessions. With advance notice we can also prepare more specialized bibliographies to accompany the presentation to a particular class. If you would like to talk to a librarian about instruction for your class, or schedule a session for this semester, call the Reference Department at King Library (257-1631). Branch libraries will also provide library instruction in subject areas appropriate to their specializations and may be contacted directly. In addition, the Government Publications Department offers instructional sessions and may be contacted at 257-8400.

1985 FEDERAL TAX FORMS

If you need copies of federal tax forms, stop by the Government Publications Department on the first floor of King Library - South or check the display rack which will be installed in the lobby in January. Once the supply of original copies is gone, you will still be able to obtain a copy of any tax form in the Government Publications Department by asking at the desk for the "federal tax collection." You may make copies of the forms and instructions included in that collection and use them as you would the original forms. This service is sponsored jointly by the IRS and the University Libraries.

INFOTRAC AND LEGALTRAC

The libraries have acquired, on a trial basis, the InfoTrac and LegalTrac automated reference systems from Information Access Company (IAC). InfoTrac is roughly equivalent in coverage to IAC's Magazine Index and Business Index, which have been available in King Library for several years now on ROM microfilm readers; LegalTrac, which offers the same coverage as IAC's Legal Resource Index and Current Law Index, is available in the Law Library. The new systems offer access to the respective IAC databases, stored on videodisc, via IBM-PC's designed to require no special training or staff assistance. Labeled function keys and help screens allow users to search and retrieve by LC Subject Headings and to move instantaneously from one part of the index to another. (Cross-references are included; a special "Subject Guide" feature provides an on-demand display of all subject headings used.) Each station is equipped with an inkjet printer so that patrons can quickly produce a copy of a single citation or a full bibliography. Coverage of both systems begins in 1982, with monthly videodisc updates. InfoTrac includes current citations to the New York Times and the Wall Street Journal. Four InfoTrac stations are in King Library Reference, and two LegalTrac stations are located in the Law Library. Both have proved to be very popular with students and faculty. We encourage you to have a look, and to direct any comments to reference librarians or to fill out one of the questionnaires near the access stations.

NEW DATABASES

Scholars in the arts and humanities now have a new database available for online bibliographic retrieval. The computerized version of the Arts and Humanities Citation Index, like the printed version, indexes approximately 1300 journals in the fields of archaeology, architecture, art, classics, dance, film, television and radio, folklore, history, language, linguistics, literature, music, philosophy, theater, and theology. In addition, articles pertaining to the arts and humanities appearing in over 5,600 science and social science journals are included. Coverage of the online index begins with 1980 and is updated biweekly. The articles indexed can be accessed by author, keyword, or cited reference. The keywords from the article titles are supplemented with additional words to enhance retrieval. The cited reference approach provides access to the references used by the authors of the source articles. It is possible to retrieve bibliographic citations of articles that have cited both famous and obscure authors, artists, architects, dancers, musicians, etc. The time period of the cited references is limited only by recorded history. For more information, call the Reference Department, M. I. King Library, 257-1631.

DICTIONARY OF AMERICAN REGIONAL ENGLISH

The M. I. King Reference Department has acquired volume 1, A-C of the Dictionary of American Regional English. DARE represents twenty years of collected data concerning the English language and how it is used regionally in the United States. Additionally, it gives examples of regional English in more than two hundred American novels, short stories, plays and poems. Considerable work has been done toward the remaining volumes, and they should be published within a few years. (Ref. PE 2843 D52 1985)

Laura Olson (editor); Karen Cobb, Brad Grissom, Hank Harken, Gail Kennedy, Sandra McAninch, and Patty Powell (contributors).

UNIVERSITY OF KENTUCKY ATTACHMENT

TO: UK Faculty and Administrative Dept. Heads
RE: Survey of your need and/or desire to access the library's new online catalog (LS2000)

The UK Library faculty is planning how the new LS2000 integrated library system will be used in the future. We need to know more about who our population of users will be and what they will need and want. Would you please take a moment of your time and complete the short survey below? Thank you.

ONLINE CATALOG

One of the features of the LS2000 is to allow access to the online catalog from places outside the library to persons who have modems with microcomputers or dumb terminals.

1.a. If access to the online catalog from outside the library were to be made available to you, would you use it?

Yes---------- No----------

If you've answered NO, please SKIP to the end of Page 2.

1.b. Please check which of the following best describes the most likely situation for you.

--------I'd like to access the online catalog from outside the library, but NOT ESSENTIAL to my work
--------I'd access the online catalog from outside the library OCCASIONALLY for special projects
--------I'll NEED to access the online catalog from outside the library on a regular basis

Comment on your need/convenience :----------

1.c. For what purpose might you use the online catalog from outside a library? Please check the line that applies to you.

----To see if UK libraries own a certain title?
----To see if the title is available for check-out?
----Other reasons (list here):

1.d. Please estimate how often you would use the online catalog from outside the library. Check one of the categories below.

----1 or more sessions per DAY
----2 or 3 sessions per WEEK
----1 sessions per WEEK
----1 session per MONTH
----other (please specify a time period) ----------

1.e. How many searches would you estimate that each session might last? (Each session might include many searches). Please check the categories that apply.

----1 search (author or title)
----2 or 3 author or title searches
----1 subject search
----2 or 3 subject searches
---- more than the above (Please estimate how many, and whether author/title, subject or other type of search).

OTHER SERVICES

In addition to accessing the online catalog, other services might be made available through the LS2000. A few online library systems at other universities have added some exciting features (e.g. users may recommend titles for library purchase, or faculty may send in their reserve and/or interlibrary loan requests via the online system).

2. What services would you like to see available at UK if they could be added to the LS2000? Please specify here.

UNIVERSITY OF KENTUCKY
EQUIPMENT

3.a. Do you have computer hardware (modem and micro or terminal) available now?

——Yes ——No

Or, are you likely to be getting this equipment soon? ——Yes ——No

* If you answered YES to either question please continue here; if not, skip to question #4.

3.b. Where is (or where will it be) located? Please check the appropriate location below.

——in your office?
——in your department?
——shared with others in your building?
——or at your home?

3.c. In what city is the equipment set-up (which you specified in 3.b. above) ?

_____

3.d. Please fill-in:
micro or terminal's BRAND & MODEL_____

modem's BRAND & MODEL_____

modem BAUD rate (300, 1200, 2400, etc)_____

3.e. What communications software do you have to use with this equipment? (If you have none, write-in "none".)

_____

.....

Questions about this survey? Call Patty Powell, 7-8397

Please RETURN your completed survey by FEBRUARY 28
TO: Reference Dept.,King Library, Lexington 40506-0039

MICHIGAN STATE UNIVERSITY

THE UNIVERSITY LIBRARY

n.s. Vol. XVIII, no. 1, Winter, 1986

MSU VIETNAM PROJECT 1955-1962

Recently the University Library transferred a complete collection of bound publications pertaining to the MSU Vietnam Project to the University Archives and Historical Collections. This was a meaningful addition to what is one of the most significant group of records on post World War II Vietnam prior to the massive U.S. forces build up in the early 1960s. These records document the Agency for International Development's MSU administered Vietnam Project which took place in the late 1950s.

The records are quite comprehensive and voluminous. In addition to the bound volumes noted above, there are over 75 cubic feet of paper records, plus scrapbooks, 100s of photographs, movie film and publications. These materials are arranged into three basic groups of records: the MSU Administration of the project, Public Administration, and Police Administration. This organization of the records reflects the original structure of the project and how the records were created. Included in these records are cables, contract information, correspondence, financial materials, press and public relations releases, and reports. The section on public administration has material on such subjects as agrarian reform, civic action, Departments of Finance, Interior, National Economy, Refugee Office, Treasury, (South Vietnam). The materials on the Police Administration project include such categories as the civil guard, municipal police, the Vietnamese Bureau of Investigation and others, and related articles, reviews and reports.

The records contain material on a variety of subjects, some of which a researcher might not normally associate with the project. There is a section of general or background information on the Government of Vietnam, which gives an indication of conditions as they existed, 1955-1962. Another group of records are Provincial Reports prepared by the MSU Advisory team from interviews and field trips to the provinces, 1955-1959. The Tribal Administration Study examined the Montenyard tribesmen of the central highland region of Vietnam. The study and its subsequent publication constitutes what may be the most comprehensive examination of the Montenyard by any outside group.

In recent years the records have had increased use by a variety of researchers. Portions of movie film were used in the WGBH production of *Vietnam: A Television History*. Photographs were used on ABC's "Nightline" program. The records have been used for intensive scholarly research, and selected documents from the records reprinted in the U.S. Department of State's *Foreign Relations of the United States* series. As the records become better known among researchers, continued use of this unique body of material is bound to become more widespread.

F.H.

strokes shade from one object into another. Text is usually minimal and a great deal more is suggested than is ever said. In addition to the works he both writes and illustrates, Gorey frequently collaborates with other writers and has illustrated many works for both children and adults. His first job upon finishing college (Harvard, 1950, with a degree in French literature) was as a cover illustrator for Doubleday. His characteristic style can be found on many of their publications, especially the Anchor Paperback series. He has since illustrated both covers and text for a number of publishers and has recently produced childrens books for Random House in the old-fashioned pop-up format. But Gorey is always Gorey, and in the most delightful of these, *The Dwindling Party* (1982) an entire Edwardian family, on an autumn outing, disappears one by one, leaving only "small Neville, who said, well I never! But then, I expect it was all for the best."

A sampling of the entire range of Gorey's work is featured in the Winter Term exhibit in the MSU Libraries' main lobby.

J.F.

LIBRARY USE AND BORROWING PRIVILEGES AT OTHER UNIVERSITIES

The libraries of the universities holding membership in the Committee on Institutional Cooperation (CIC) offer faculty members of all participating universities* the use and borrowing privileges normally extended to local faculty.

In brief, this program provides not only for in-house use of library collections, but extends *borrowing* privileges to those faculty willing to go to the campus of a participating university, select the needed materials, transact the loan, and return the materials within the alloted loan period. Returning these materials, in person or by mail, is the responsibility of the borrower.

To participate in the program, MSU faculty members should contact the Main Library, Monday-Friday, 8:00 a.m.—5:00 p.m. to apply for the special, printed identification card that must be presented at the library to be visited. As of now the program has not been extended to graduate students.

The full range of interlibrary borrowing services continues to be available at the Main Library. Faculty members are encouraged to discuss their need for material not held by the MSU Libraries with the staff of the Document Delivery unit before making special travel arrangement to visit other libraries.

***Participating Universities**

University of Chicago
University of Illinois
University of Iowa
Indiana University
University of Michigan
Michigan State University
University of Minnesota
Northwestern University
Ohio State University
Purdue University
University of Wisconsin

R.C.

ON EXHIBIT:

In the Main Lobby Display Cases: *Categor(e)y, Artist and Writer Edward Gorey*

In the Main Lobby Browsing Area: *Works of Undergraduate Students in the Department of Art*

In the Art Library Display Cases: *Map Design*

In the Science Library (2nd floor) Display Cases: *Comet Halley Returns*

Individual copies of *The University Library* are mailed to faculty members upon request. The purpose of this newsletter is to inform the faculty and the Friends of the Library of the services, important acquisitions, operation and related activities of the Michigan State University Libraries. Editor: Jane Arnold, Information/Reference. Contributors: Dale Casper, Social Sciences Bibliographer; Richard Chapin, Director of Libraries; Jannette Fiore, Special Collections; Kim Ginther-Webster, Information/Reference; Fred Honhart, University Archives and Historical Collections.

MSU is an Affirmative Action/Equal Opportunity Institution

Michigan State University Printing

NEW YORK UNIVERSITY

Elmer Holmes Bobst Library
New York University

Faculty
Information
Bulletin/ 1

COLLECTION DEVELOPMENT

Materials for the Library's collections are selected by subject specialists who work in the various reference centers at Bobst Library. These people are responsible for choosing books, journals and other material which meet the study and research needs of New York University's students and faculty. Faculty participation in selection is welcome and encouraged. The Collection Management Department, with the Library's Collection Development Committee, is responsible for coordinating the work of all those who select material for the Library. To get in touch with the subject specialist assigned to your department or program, inquire at the Collection Management Office located on the mezzanine in Bobst, or call Joan Grant, Director of Collection Management (598-2378).

BOOK SELECTION

The bulk of the Library's domestically published books are received on approval from several book distributors. Under the terms of these approval plans, books in subject areas of interest are automatically received. Subject specialists review each shipment, selecting those items of value to the Library's collections. A similar plan is in effect for books published in England. In addition, blanket orders are maintained for certain subjects with dealers in France, Germany, Spain and several Latin American countries. For publications not covered by approval plans and for retrospective material, subject specialists generate individual orders. If faculty members wish to recommend orders or learn about procedures or approval plan coverage, they should contact the librarian responsible for selection in their particular subject area.

Extensive reference sets, major microfilm collections, and other substantial works are also purchased. Such acquisitions are made selectively depending upon availability of funds. Factors considered by the Committee in evaluating major purchase requests include:

-relevance of the material to program needs;
-quality of guides or indexes;
-anticipated use of the material;
-availability elsewhere in the city.

Note: Orders for books to be placed on reserve should be sent directly to the Reserve Room.

JOURNAL SELECTION

Because subscriptions involve the commitment of both current and future funds, all journal requests are carefully scrutinized by the Collection Development Committee. This insures the Library's continued ability to add new titles on a selective basis in spite of budget limitations. The criteria considered by the Committee include but are not limited to:

Collection Development

-relevance to the curriculum and existing collection strengths;
-coverage in indexing and/or abstracting sources;
-credentials of editor, editorial board and contributors;
-availability at other libraries through resource sharing agreements;
-assessment of sample issues made available for in-house review.

GIFTS

The library accepts gifts of books and other materials which will enhance the research strengths of its collection. All donations are received with the understanding that the library may keep or dispose of the books at its discretion. Anyone interested in making a donation should contact Frank Walker at 598-3756 or consult Faculty Information Bulletin #2 for details on the library's gift policy and procedures.

USE OF OTHER COLLECTIONS

Through the Library's participation in a variety of cooperative arrangements, users have access to the collections of a number of libraries. Use of the rich library resources in the metropolitan area and northeast can serve as an invaluable supplement to the collections at NYU. Additional details on using the libraries of the following institutions are available at the reference desk on the first floor of Bobst.

Research Library Association of South Manhattan (The Consortium)—Reciprocal access and borrowing privileges at the New School for Social Research, Parsons School of Design and Cooper Union for the Advancement of Science and Art.

Hebrew Union—Reciprocal access and borrowing privileges.

Columbia University—Stack privileges for faculty and doctoral candidates.

Research Libraries Group (RLG)—Reciprocal access and priority interlibrary loan at the 27 RLG members which include the New York Public Library, Yale, Princeton, Columbia, Cornell, Pennsylvania and Stanford.

Metropolitan Reference and Research Library Resource Agency (METRO)—Referral services for on-site use of specific materials in many libraries in New York City.

Northwestern
University Library
Evanston,
Illinois 60201

Channels

A newsletter of Library Information for the
Northwestern University Faculty

Editor: Martha Pattee

Editorial Advisory Board: Scott Bennett
Lloyd Davidson
Bill Garrison
Brian Nielsen
Peggy Steele

Style Sheet

Purpose of Channels: To broaden and enrich communication between the Library and its patrons, particularly faculty and graduate students, thereby improving use of and increasing interest in Northwestern University Library.

Intended Audience: Primarily faculty, graduate students, and university administration at Northwestern.

Style: Articles should be written in clear, concise English, free of jargon; they should be substantive, yet suitable for a newsletter/journal, and interesting to the intended readership.

Format: Typed, double-spaced.

Length of articles: 250 to 1500 words (one to five pages)

The editor and Editorial Advisory Board welcome contributions from all Library staff and from Northwestern University faculty and graduate students. With the help of the Board, the editor will be responsible for determining the suitability of copy submitted for publication.

CHANNELS

Northwestern University Library Fall 1986

Video on view in the media facility at University Library

Northwestern University Library is currently expanding its commitment to use new information technologies through development of a media facility with a strong videotape collection. Matching funds from the National Endowment for the Humanities have been used to establish this important new resource, located in the area formerly known as the Poetry/Listening Facility. The media facility opened the beginning of the fall quarter.

Media facility assistant Lucinda Fuller adjusts picture reception and sound in one of ten video carrels now available for use.

The noncirculating video collection housed in the University Library's new media facility will significantly enrich resources available to students and faculty at Northwestern.

The facility includes ten video carrels equipped with 12-inch color television monitors and headphones. A sophisticated video switching and amplification system sends programming from ½-inch VHS video cassette recorders to any desired combination of carrels. In the future, this modular system can be expanded easily into a larger integrated system. The facility also has a seminar room in which small groups can view videotapes and, in the Forum Room adjacent to the media facility, a video projection system that provides a theater-like setting for classes and other large groups. Current Poetry Listening services also will continue to be offered in the new facility.

A noncirculating videotape collection is being developed to support the teaching and research mission of the University. The collection includes documentaries, classic films, and tapes of the performing arts that will enhance course work in the social sciences, humanities, and natural sciences.

When the facility opened, the collection included such notable yet diverse videotapes as the BBC productions of the Shakespeare plays and the "Ascent of Man" series, dealing with the history of Western culture through the development of science. Many videotapes were purchased with gift and other special funds, and grant proposals have been submitted to acquire additional distinguished videotapes.

The Library plans to work with faculty and students to assess the impact of this new library service and to identify other ways that these expanded capabilities can be used to meet the needs of the academic community.

Stephen Marek
Head, Media Facility

Chemical Abstracts since 1967 about 500 volumes of chemical information, including abstracts, subjects, authors, and chemical structures. Until recently, this information had been accessible only by laboriously investigating the printed volumes or by searching through an intermediary their online database for $60 to $80 an hour – a rate too expensive for most academic researchers. However through a cooperative arrangement between the Library, the two departments, and Chemical Abstracts Service, members of these departments now are able to do their own searching of this magnificent resource at the remarkable rate of about $8 per hour. A typical search on a single substance or subject will cost less than $5, and the information is as convenient as the nearest modem and microcomputer.

By calling this database, researchers can search thoroughly in minutes the structure or formula of any of the 7.8 million chemicals in the database or, similarly, any terms or combination of terms that appear in titles, abstracts, or the assigned indexing terms in any of the 6.8 million references contained in the database. A comparable search in the printed volumes could take hours or days and probably could not match the precision and thoroughness of the electronic search.

"The CAS ONLINE system offers a great deal of convenience and flexibility," noted Ayers. "Students and researchers can access the database using laboratory or home computers without worrying about Library hours." Chemistry department chairperson A. Louis Allred agreed. "Enduser searching of Chemical Abstracts Service Online is a tremendous time saver for chemistry researchers and an efficient way of working with the literature to find important information," he said. "Everyone in the department who has used it has been very pleased."

Lloyd A. Davidson
Life Sciences Librarian

Library notes

An article by **Betsy Baker** (bibliographic instruction services librarian), entitled "A Conceptual Framework for Teaching Online Catalog Use," appeared in *Journal of Academic Librarianship*, 12 (2) May 1986.

A recent issue of the *Proceedings of the Institute of Medicine of Chicago* (39,1:6-23) contained an article entitled "William Heath Byford: Physician and Advocate for Women," by **William K. Beatty** (Archives). Byford, one of the earliest gynecologists in Chicago, was a founder of Northwestern University Medical School.

Rolf Erickson (circulation services librarian) has published (with Nils William Olsson) an article in the March 1986 issue of the *Swedish American Genealogy* entitled, "Scandinavian Physicians in Chicago – 1887-1912."

Karen Horny (assistant university librarian for technical services) was one of several contributors to an article entitled "Minimal-Level Cataloging: A Look at the Issues – A Symposium," which appeared in the January issue of *College and Research Libraries*.

An article entitled "The Reliability Factor in Subject Access" (47,1:48-59), by **Connie McCarthy** (assistant head of reference), was published in the January 1986 issue of *College and Research Libraries*.

Robert Michaelson (head librarian, Science and Engineering Library), **Lance Query** (assistant university librarian for planning and personnel), and **Michelle Strange** (assistant head, government publications) each contributed book reviews that were published in the January 1986 issue of *The Library Quarterly*. Michaelson reviewed *Lost at the Frontier: U.S. Science and Technology Policy Adrift* by Deborah Shapley and Rustum Roy. Query reviewed *Library Personnel Management* by Herbert S. White, and Strange reviewed *A Comparative Guide to Classification Schemes for Local Government Documents Collections* by Russell Castonguay.

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Calendar of Events and Exhibits

Dec. 30, 1985–Feb. 14, 1986
"Arion Press." Major exhibit of the work of one of the premier private presses in the U.S. today. Materials to be exhibited are from Ohio State as well as from a private collection. In addition, some items will be on loan from the proprietor of the press. Main Library Skylight.

Jan. 10, 1986
Lecture by Andrew Hoyen, proprietor of the Arion Press, in conjunction with the above exhibit. A reception will follow in the Main Library Skylight. Call Friends of the Libraries, 422-3387, for scheduling information.

Jan. 28–30, 1986
"Library Strategies for Graduate Students." Three workshops providing general information on library research techniques. Faculty and undergraduates welcome. All workshops 3-7 p.m., 120 Baker Systems Engineering.

Sciences —January 28
Social Sciences —January 29
Arts & Humanities—January 30

"LCS Workshops." Introductory workshops on the University Libraries' automated catalog are offered throughout the quarter. Call the Office of Library User Education (422-6131) for complete details.

Feb. 24–Apr. 11, 1986
"Shakespeare and History." This event will coordinate with the 1986 conference of the Center for Medieval and Renaissance Studies. Main Library Skylight.

TRACINGS
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Volume 1, Number 1, Winter 1986

TRACINGS

Bringing together the University Libraries and the academic community.

From the Director's Desk

What are the profiles of the Ohio State University Libraries and Archives, and what of special interest is happening within? We offer this first issue of *Tracings* to inform you of Ohio State's vital library and archival resources and services.

The Library Collection

The Ohio State Libraries system comprises the Main Library, two undergraduate libraries, and 22 subject-oriented or departmental libraries. The aggregate collection includes some 4 million printed volumes (a landmark achieved during the summer of 1985), 2.45 million microforms (increased by 750,000 in the last four years), 30,700 journal subscriptions, and a host of nonprint media.

Library collections are not developed abstractly. Rather, they are built in relation to the University's teaching and research needs. The size, scope, and diversity of our collections support a broad curriculum and an exhaustive research program that includes 92 areas of doctoral study.

If this sounds immense, it is! The University Libraries system ranks 16th in size among 130 research libraries in North America, and its archives are among the most substantial. Even so, no research library can expect to have everything its users require, and it is occasionally necessary to borrow materials from other libraries for our patrons. This service, interlibrary loan, is the topic of an article in this issue of *Tracings*. (See page 5.)

The Archives

The University Archives, in Converse Hall, form part of the University Libraries' collections. The archives contain an incredible array of 575,000 photographs, 6,000 cubic feet of permanent University documents, and 1,200 cubic feet of transient records. Current special projects at the archives include:

(1) An oral history of the Novice Fawcett years. Fawcett held the second-longest tenure of any Ohio State president, serving from 1956 to 1972. To date, 50 hours of interviews have been completed, involving 18 administrators and faculty of the period.

(2) Preservation microfilming of historic records, with some 700,000 pages filmed thus far.

Preservation

Preservation of existing collections is as important as adding new materials. Within the last decade, libraries have come to realize that one-fourth or so of printed books have deteriorated to a state of brittleness that renders them unusable. Most paper used in books and journals since the Civil War has a very high acid content and eventually becomes yellowed and crumbly. With the recent hiring of a preservation officer (see page 4), we will be diagnosing specific collection conditions and devising programs to remedy and prevent further deterioration of library materials.

> Libraries are not made, they grow.
> —*Augustine Birrell*

Automation

The automation of the University Libraries is one of the most extensive and sophisticated in the country, both in terms of acquisitions and cataloging processes and user-access services. We were the first major research library in the nation to close its card catalogs in favor of the computer-based Library Control System (LCS), which is accessible from 114 on-site terminals, as well as on a dial-in basis. We continue to set the pace in this area.

In addition to LCS, an automated reference service connects library users to hundreds of on-line databases covering virtually all fields. A number of department libraries, in addition to the Main Library, now provide users with access to these computerized indexes of current literature in their disciplines.

(continued on next page)

OHIO STATE UNIVERSITY

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LIBRARY NOTES

The UO Slavic Collection

The Slavic collection at the University of Oregon Library is the only such collection of its size in the state of Oregon; indeed, it is the only sizable Slavic collection between Seattle and Berkeley, and between Honolulu and Boulder, Colorado. It constitutes an important resource for a considerable geographic area. The collection contains approximately 100,000 volumes, the majority of which is written in Russian. Small percentages of the collection are in Church Slavic, Serbo-Croatian, and Polish, and still smaller percentages are in Czechoslovakian, Bulgarian, Ukrainian, and Belorussian. In addition, there are scattered holdings of materials in the non-Slavic languages of Eastern Europe such as Hungarian and Romanian. The collection is strongest in Russian history and literature, but there is considerable strength throughout the humanities and social sciences in Russian.

The oldest part of the Slavic collection is included in the special Warner Collection. Early in this century, Gertrude and Murray Warner devoted much time and energy to collecting Oriental art. In the course of doing this, they also purchased Russian icons and a supporting collection of Russian books. These icons and books were subsequently donated to the University of Oregon, the books being made available to the library in 1922. The icons are in the Museum of Art, and the supporting book collection is in special collections, Main Library. The Russian section of the Warner Collection includes 37 rare and valuable titles in good to excellent condition. The books deal with Russian icons specifically, and with Byzantine and Slavic art; Russian art, including costume or peasant art; and Central Asian art.

The library began to acquire Russian books and serials on a regular basis in 1957 when Eugene B. Barnes, then the acquisitions librarian, began an exchange relationship with the Fundamental Library of the Social Sciences located in Moscow. Since that time, the library has also had exchange relations with the Lenin Library and the All-Union Library of Foreign Literature, both in Moscow, and with the Saltykov-Shchedrin Library in Leningrad.

Currently, the library continues the exchange begun in 1957 and maintains a Russian approval plan with Les Livres étrangers in Paris and a retrospective desiderata

The Entry into Jerusalem, an icon of the early sixteenth century School of Dionysius. From *The Russian Icon*, N. P. Kondakov, 1928, Warner Collection of the University of Oregon Library

culture, and it can serve as a reference work for stylistic and formal analyses of artifacts, as a collection of American elite and vernacular design, as a graphics and advertising collection, and as an economic index on merchandising trends. The subject matter ranges from architectural ornaments to medical instruments to furniture.

U.S. Geological Survey. ***Historic Topographic Quadrangles on Microfilm***. Reston, Virginia: National Cartographic Information Center, 1984. (Map Room G 3700 sVar. G4.) A series, 1884–1972; B series, 1973–1977.

The U.S. Geological Survey has, since 1884, produced detailed topographic maps of the United States. Though the Map Library possesses an extensive collection of these topographic maps, holdings of earlier maps, from 1884 to 1930, had been incomplete. The set of microfilm cited above consists of an estimated 98 percent of the total output of topographic maps, at all scales, issued by the Geological Survey from 1884 to 1977 for the United States.

Book Review Index—A Master Cumulation 1965–1984. (Humanities Z 1035 .A1 B6)

This recent addition to the Reference Department is a 10-volume set that accumulates 20 years of book review citations. The citations are arranged in alphabetical order by author's name and separately by title.

Hanford Environmental Data Reports.

The Hanford nuclear site, which has been in operation since World War II, has produced reports of environmental monitoring projects for over 40 years. In February 1986 the U.S. Department of Energy released a set of over 200 of these reports, covering many issues of environmental concern, to selected libraries, including the University of Oregon Library. The reports, many of which were formerly classified, are available for public use in the Documents and Public Affairs Service on the second floor of the Main Library. For more information call Tom Stave at 686-3070.

Friends of the Library Elects New Officers

Nan Phifer was elected president of the Friends of the Library at its annual meeting in April. Anne Carter was elected vice-president, president-elect.

Phifer, a member of the faculty of Lane Community College, has been on the Friends' board for the past two years. She replaces Michael Doyle as president. During the past year, Phifer has served on the special events committee of the Friends.

Carter has been active with the Friends for several years; this year she served as chair of the program committee.

New members of the Friends' board of directors are Sue Keene, Liz Hall, David Herrick, and Ken Ramsing. Ruth May Thompson and Marian Wilson were reelected to the board. Glen Love returns to serve on the board through the 1987 term. Board member Stanley Greenfield will be away during the 1987 winter and spring terms.

Attorney General Addresses Friends

Oregon Attorney General Dave Frohnmayer spoke to the Friends of the Library at its annual meeting Sunday, April 6. Frohnmayer spoke on "Anatomy of a Federal Supreme Court Agreement: Of History and Fundamental Rights."

Almost 100 people enjoyed the noon buffet brunch and talk. Frohnmayer, a former UO law professor and three-term state representative from Eugene, has been Attorney General since 1980.

He spoke about a case he recently argued before the U.S. Supreme Court. This case, *Whitley* v. *Albers*, involved the use of deadly force to quell a 1980 prison riot. Frohnmayer presented a personal view of what is involved in arguing a case before the highest court in the land.

What Your Students are Reading

Books that are popular on a university campus usually reflect the mood of the times. Twenty years ago, during the tumultuous 1960s, students were reading and discussing the works of antiwar, antiestablishment writers Joseph Heller, Richard Brautigan, and Kurt Vonnegut. But for today's students, these are historical writers, studied in literature courses.

To find out what students at the UO are currently reading, I interviewed librarians and personnel from bookstores frequented by UO students.

In the late 1960s and early 1970s, student reading often focused on the problems of society. Books such as *The Population Bomb, Future Shock, Soul on Ice,* and *The Greening of America*, were popular. But now sales of these books have been replaced with books relating to careers. *What Color Is Your Parachute?* is still a strong seller, although sales are down from past years, according to Cindy Heidemann, General Book Department manager at the UO Bookstore. Books on putting together a résumé sell well, she says, especially in June. Evon Smith, assistant manager at the Smith Family Bookstore, says that there is continued demand for study guides for various tests and for books on how to get executive jobs.

According to Rod Christensen, business reference librarian, students are reading books about management trends and techniques, with special emphasis on books which apply management theories. Books on women in management and on comparable worth are popular; *Managerial Woman*, by Margaret Hennig and Anne Jardim, is still read. However, autobiographies, such as *Iaccoca*, are not in much demand by students.

Popular movies do promote reading among students at the UO. Books by Isak Dinesen are selling well at all local bookstores as a result of the movie adaption of her novel, *Out of Africa*. Alice Walker's *The Color Purple*, which is the number-one national campus best seller on the list compiled by *The Chronicle of Higher Education*, continues to be popular among the UO students, although Walker's books have always done well in this area.

The *I'm OK, You're OK* genre of books is no longer in style, according to Patrick Fraleigh, owner of Paradox Books. Fraleigh says that students are buying less of traditional psychology and less of the trendy and "pop" psychology. Books on visualization and imaging are popular, including *Creative Visualization* and other works of Shakti Gawain. *The Road Less Traveled*, by M. Scott Peck, continues to prosper.

Perhaps one of the major shifts of interest has been the movement to read more literature from writers outside the Western World. Latin American writers are very popular, especially the Brazilian novelist Jorge Amado, Julio Cortázar from Argentina, and Mexico's Carlos Fuentes; probably the most popular work is Gabriel García Márquez's *One Hundred Years of Solitude*. Although less in demand than the Latin American authors, the late Yukio Mishima of Japan is still popular. Paradox Bookstore reports that the South African author André Brink is in demand, especially his *Dry White Season*. According to Howard Robertson, Slavic catalog librarian and bibliographer, students in the Russian department are reading émigré authors, especially Joseph Brodsky.

Interest in women authors remains strong, although students have moved beyond the works of Betty Friedan, Germaine Greer, and Kate Millett. Marilyn French's new work, *Beyond Power*, is popular, as is Jean S. Bolen's *Goddesses in Everywoman*. Susan Jewett, of Book and Tea, reports that Anne Tyler's works are popular, especially her latest, *The Accidental Tourist*.

Many students escape into mystery and fantasy. Heidemann reports that mysteries are back in vogue at the UO Bookstore, where Martha Grimes and Robert Parker (whose detective is now the hero of television's *Spenser for Hire*) are the most popular authors. Bill Trojan, the owner of Escape While There's Still Time bookstore, says that mysteries most popular with today's students are those featuring a hard-boiled private detective with a seedy office. Max Allan Collins's *True Detective* and *True Crime* are popular, as is John D. MacDonald and his Travis McGee novels. The Smith Family Bookstore reports that works by Elmore Leonard and Robert Ludlum are always popular.

An article in *The Nation* in 1961 put J. R. R. Tolkein at the "top of the pops."

However, while science fiction remains interesting to UO students, Tolkein is no longer widely read. Smith reports that mysteries have replaced science fiction. However, traditional science fiction writers are still popular, especially Anne McCaffrey, whose newest book in the Dragon Series is *Nerilka's Story*, and Arthur C. Clarke, whose latest work is *The Songs of Distant Earth*.

For pure relaxation, there is nothing like the comics, and UO students are reading works by Berke Breathed of *Bloom County* fame and Gary Larson's *The Far Side*. But *Peanuts*, that staple of an earlier generation of students, has lost its appeal for today's students.

But for those of us who came of age in the 1960s, there is some good news. Hunter Thompson's books are still popular in Eugene, and Smith Family Bookstore reports that Tom Wolfe's *Electric Kool Aid Acid Test* still sells. Some classics never die.

William Schenck
Collection Development Librarian

Professional Activities of Library Staff Members

Hilary Cummings, curator of manuscripts, presented a paper, "Born Without Fail: John H. Mitchell and the Oregon Land Fraud Trials," at the Pacific Northwest Historians' conference in April.

Katherine Eaton, associate professor emerita (former head of the Public Affairs Library) has been elected vice-president and president-elect of the Council of Planning Librarians. Eaton served as president of this organization from 1978 to 1979.

George Gessert, graphic arts services, is the author of "Pacific Coast Iris Along a Gravel Road" in the current issue of *Northwest Review*.

Leslie Greer, music reference librarian, chaired the meeting of the Music Library Association's (MLA) audiovisual committee at the national MLA conference in Milwaukee. She served on a panel discussing collection development at the Pacific Northwest chapter of MLA in early May. Greer and Chris Olson, music catalog librarian, are coordinating local arrangements for the national MLA conference in Eugene next February.

Joanne Halgren, interlibrary loan librarian, chaired a discussion on resource sharing at the annual conference of the Oregon Library Association (OLA) in April. She serves as chair of the OLA Resource Sharing Committee.

Sheila Klos, head of the Architecture and Allied Arts Library, organized and moderated a session on conservation issues for art libraries and architectural drawings collections at the fourteenth national conference of the Art Libraries Society of North America (ARLIS/NA). Klos was elected to the executive board of ARLIS/NA to serve as western regional representative from 1986 to 1988.

Thomas Leonhardt, assistant University librarian for technical services, has been appointed to the editorial board of *Library Acquisitions: Practice and Theory*. He also wrote an article entitled "Introducing Serials Education" in the *Serials Librarian* (fall 1985 and winter 1985–86).

Huibert Paul, catalog librarian, has published an article, "Serials and Automation: Yesterday, Today, and Tomorrow," in the fall 1985 and winter 1985–86 issue of the *Serials Librarian*.

Howard Robertson, catalog librarian and bibliographer, is the chair of the nominating committee of the Slavic and East European section of the Association of College and Research Libraries.

William Schenck, collection development librarian, spoke on coordinated collection development at the annual meeting of the Oregon Library Association.

Christine Sundt, slide curator, spoke on "Designing Standards for Staffing Fine Arts Slide Collections" at the Art Library Society of North America's annual conference. She also served on a panel discussing new technology in visual resources collection at the annual meeting of the Visual Resources Association. Sundt has been appointed technology editor for *Visual Resources: An International Journal of Documentation*.

Library Notes is published each term by the University Librarian's office.
Editors are Kathy Farrier and William Schenck.

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Bibliography

Office of Scholarly Communication and Technology
American Council of Learned Societies

Publications

Scholarly Communication, newsletter of the Office of Scholarly Communication and Technology, issues 1-6. Issue 5 is a special issue on the results of the Survey of Scholars.

Reprint series:

1. Overview from Scholarly Communication: The Report of the National Enquiry

2. The Electronic Library: A Vision for the Future by Patricia Battin

3. Personal Computers on Campus by M. Mitchell Waldrop

4. On Academic Authorship by Donald Kennedy

A Survey of Computer Use in Projects Sponsored by the National Endowment for the Humanities by Anne Jamieson Price

Publications are available free of charge from:

The Office of Scholarly Communication and Technology
1717 Masasachusetts Avenue, N.W., Suite 401
Washington, D.C. 20036

The Changing System of Scholarly Communication, paper submitted by the ARL Task Force on Scholarly Communication, March 1986.

This paper is available for $1 from the Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036. Each order must be prepaid.